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ABSTRACT

A 1989 survey of Georgia's elementary and secondary school principals was undertaken to discover the relative importance of their schools' administrative needs according to five organizational criteria: (1) needs of schools statewide; (2) comparison of elementary and secondary school needs; (3) needs of schools by system size and socioeconomic status; (4) needs of schools by system cost per pupil; and (5) needs of schools by system Regional Educational Service Agency (RESA). Findings were based on a 70 percent response from a one-third sample of Georgia's elementary and secondary school principals to a 61-item survey. Of the 10 task areas ranked highest by principals, 9 were primarily "management" rather than "instructional" needs. Principals portrayed their preoccupation with three broad-impact issues: (1) people-centered task areas, including stress management, staff morale, conflict management, and implementing change; (2) external relations task areas, including school-societal problems and school-community relations; and (3) technical-leadership task areas, including legal considerations, computers and data processing, time management, strategic planning, and program evaluation. With few exceptions, elementary and secondary principals selected the same task areas as their highest needs. With the important exception of small school systems, most of the schools had very similar high level administrative needs. Concerning needs of schools by system per pupil cost, the selections of the six groups resembled those of the statewide group. Considering regional comparisons, the set of schools within each RESA has a unique needs profile. Numerous tables and two appendices summarizing results are included. (MLH)

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The Administrative Needs of Georgia's Schools: A 1990 Survey of Principals and Comparisons by Enrollment and Assignment

Significant Findings and Cost Per Student Data for GAEA

Prepared for

The Georgia Education Leadership Academy

Dr. Jimmy Packard, Director

by

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January, 1990

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The Administrative Needs of Georgia's Schools: A 1989 Survey of Principals with Comparisons by Elementary or Secondary, Size/Socioeconomic Status, Cost Per Child, and RESA

Prepared for

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TABLE OF CONTENTS

Background of the Study..... 2

Statewide Results: All Principals..... 3

Statewide Results: Comparing Elementary and Secondary Principals..... 9

Results by Size/Socioeconomic Status of School System..... 13

Results by Cost per Child of School System..... 26

Regional Results: Sixteen RESAs and One "Non-RESA"..... 37

Summary and Conclusions..... 73

Appendix A: Principals' Assessment of Administrative Needs, 1987 and 1989 Summary.

Appendix B: Needs Survey Groups, Georgia School Systems. Size/SES and Cost/Child

LIST OF TABLES

Table 1	The Ten Highest Ranked Administrative Needs in Georgia's Elementary and Secondary Schools as Perceived by Principals	3
Table 2	Principals Survey 1989: Rank of Ten Task Areas Most Often Rated as a "High Need"	7
Table 3	Principals Statewide: Noteworthy Shifts in Priorities, 1987 to 1989	8
Table 4	Comparing Elementary and Secondary Schools: The Ten Highest Ranked Administrative Needs by Mean Score as Perceived by Principals	10
Table 5	Some Additional Selected Item Comparisons Between Elementary and Secondary Schools 1989	12
Table 6	The Ten Highest Ranked Administrative Needs of Schools of Large, Higher S.E.S. Systems	14
Table 7	The Ten Highest Ranked Administrative Needs of Schools of Large, Lower S.E.S. Systems	16
Table 8	The Ten Highest Ranked Administrative Needs of Schools of Mid-Sized, Higher S.E.S. Systems	18
Table 9	The Ten Highest Ranked Administrative Needs of Schools of Mid-Sized, Lower S.E.S. Systems	19
Table 10	The Ten Highest Ranked Administrative Needs of Schools of Small, Higher S.E.S. Systems	20
Table 11	The Ten Highest Ranked Administrative Needs of Schools of Small, Lower S.E.S. Systems	22
Table 12	Selected Item Comparisons Among Schools From All Size - S.E.S. Groups	24
Table 13	The Ten Highest Ranked Administrative Needs of Schools of the Highest Cost per Pupil Systems (Group A) in Georgia	27
Table 14	The Ten Highest Ranked Administrative Needs of Schools of the Second Highest Cost per Pupil Systems (Group B) in Georgia	28

Table 15	The Ten Highest Ranked Administrative Needs of Schools of the Upper-Middle Cost per Pupil Systems (Group C) in Georgia	29
Table 16	The Ten Highest Ranked Administrative Needs of Schools of the Lower-Middle Cost per Pupil Systems (Group D) in Georgia	30
Table 17	The Ten Highest Ranked Administrative Needs of Schools of the Second-Lowest Cost per Pupil Systems (Group E) in Georgia	31
Table 18	The Ten Highest Ranked Administrative Needs of Schools of the Lowest Cost Per Pupil Systems (Group F) in Georgia	32
Table 19	Comparison of Rankings by Cost per Pupil Groups of 20 Selected Task Areas	35
Table 20	The Ten Highest Ranked Needs of School Systems in the RESA #1 Region Compared with the Ten Highest Ranked Needs Statewide	38
Table 21	The Ten Highest Ranked Needs of School Systems in the RESA #2 Region Compared With The Ten Highest Ranked Needs Statewide	40
Table 22	The Ten Highest Ranked Needs of School Systems in The RESA #3 Region Compared With The Ten Highest Ranked Needs Statewide	42
Table 23	The Ten Highest Ranked Needs of School Systems in The RESA #4 Region Compared With The Ten Highest Ranked Needs Statewide	44
Table 24	The Ten Highest Ranked Needs of School Systems in The RESA #5 Region Compared With The Ten Highest Ranked Needs Statewide	46
Table 25	The Ten Highest Ranked Needs of School Systems in The RESA #6 Region Compared With The Ten Highest Ranked Needs Statewide	48
Table 26	The Ten Highest Ranked Needs of School Systems in The RESA #7 Region Compared With The Ten Highest Ranked Needs Statewide	50
Table 27	The Ten Highest Ranked Needs of School Systems in The RESA #8 Region Compared With The Ten Highest Ranked Needs Statewide	52
Table 28	The Ten Highest Ranked Needs of School Systems in The RESA #9 Region Compared With The Ten Highest Ranked Needs Statewide	54

Table 29	The Ten Highest Ranked Needs of School Systems in The RESA #10 Region Compared With The Ten Highest Ranked Needs Statewide	56
Table 30	The Ten Highest Ranked Needs of School Systems in The RESA #11 Region Compared With The Ten Highest Ranked Needs Statewide	58
Table 31	The Ten Highest Ranked Needs of School Systems in The RESA #12 Region Compared With The Ten Highest Ranked Needs Statewide	60
Table 32	The Ten Highest Ranked Needs of School Systems in The RESA #13 Region Compared With The Ten Highest Ranked Needs Statewide	62
Table 33	The Ten Highest Ranked Needs of School Systems in The RESA #14 Region Compared With The Ten Highest Ranked Needs Statewide	64
Table 34	The Ten Highest Ranked Needs of School Systems in The RESA #15 Region Compared With The Ten Highest Ranked Needs Statewide	66
Table 35	The Ten Highest Ranked Needs of School Systems in The RESA #16 Region Compared With The Ten Highest Ranked Needs Statewide	68
Table 36	The Ten Highest Ranked Needs of School Systems in The "RESA #0" Region Compared With The Ten Highest Ranked Needs Statewide	70

Background

This study is the latest in an annual series inquiring into the administrative needs of Georgia's educational leaders, first begun as a pilot survey in 1984. Commissioned since 1986 by the Georgia Education Leadership Academy, the studies have included superintendents (1984-89), principals (1987-89) and staff development coordinators (1988).

This 1989 study of school needs as perceived by principals was concurrent with a parallel study of school system needs as perceived by superintendents. The methodology of both studies is almost identical to those of prior years. While administrative needs were last determined in 1987 for principals (statewide), for elementary and secondary principals (separately), and for each of five regions in Georgia, no inquiry was made as to three organizational variables which could be of interest and utility. This 1989 study explores the needs priorities of principals according to (1) school system size and socioeconomic status, (2) school system cost per pupil, and (3) the RESA (Regional Educational Service Area) within which the system is located, as well as elementary versus secondary.

Methodology of the Study

A one-third sample (567) of all of Georgia's principals was mailed a survey instrument and instructions in April, 1989. The sample comprised 81.3% elementary, 17.3% secondary, and 1.4% "other". Responses were received from 396 or 69.8 percent of this sample. A slightly higher per cent of secondary principals (72.4) responded than elementary principals (69.6).

The survey instrument presented 61 task areas,[1] which are the common concerns and/or activities of school leaders, organized in six groups:

Organization and Administration
Management of Students
Communications Management and Public Relations
Management of Facilities, Services, and Finance
Management of Instruction
Personnel Management

Each principal was instructed to rate every item as to its level of need in his or her school on a scale of zero to four, with zero defined as "no need"; four as "high need", and ratings of one, two, and three representing need levels between zero "(no need)" and four "(high need)". Emphasis was placed on the idea that "need" was the central purpose of the survey, and that the school of the respondent was to be context for his or her response.

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[1]Three task areas used in previous surveys were replaced by new items. See Appendix A.

Organization of the Report

The findings and commentary that follow are in this order:

I. Statewide results - all principals
II. Statewide results - comparing elementary and secondary principals
III. Results by size/socioeconomic status of school system
IV. Results by cost per pupil of school system
V. Regional results: Sixteen RESAs and the "non-RESA" schools
VI. Summary and conclusions

I. Statewide Results: All Principals

The ten highest-ranked administrative needs of the 61 task areas as rated by all respondents were these:

Table 1

The Ten Highest Ranked Administrative Needs in Georgia's Elementary and Secondary Schools As Perceived by Principals

Rank	Task Areas
1	Stress management
2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Staff morale, group dynamics
4	Legal considerations
5	Evaluating program effectiveness, implementing changes
6	Crisis, conflict management
6	Time management
8	Strategic planning
9	School-community communication
10	Computers and data processing

Discussion

Georgia's principals tell us that their "management" needs, that is, task areas that are necessary to the instructional mission but are not themselves instructional, are predominant among their priorities, and have moved even further in that direction since 1987. Nine of the task areas ranked by principals among the ten highest of the entire 61 items of the survey are primarily management needs. In the 1987 study we were struck by the contrast between the predominance

of management tasks selected as high needs by principals and the predominance of instructional needs selected by superintendents. We noted then that "superintendents have consistently (since 1984) rated instructional rather than managerial needs as their top five."

Other notes on principals in 1989:

#1 Stress Management has become the highest ranked administrative need of principals, up from second in 1987.

#2 School-societal problems, a new item added to the survey this year, was rated second among all 61 items.

#3 Staff morale, group dynamics, moved up from 9th in 1987.

#4 Legal considerations remained high at its rank of 4th in 1987.

#5 Evaluating program effectiveness, implementing changes, while still high, has dropped from the highest ranked (#1) concern of 1987.

#6 Crisis, conflict management rose from 14th in 1987, indicating a much higher level of concern among principals.

#7 Time management, tied for 6th in this survey, moved slightly higher from its 7th rank in 1987.

#8 Strategic planning, a new task area surveyed this year, was ranked at 8th. A comparable item from 1987, "Long, short-term planning", was 15th at that time.

#9 School-community communication was ranked at a markedly higher level this year than in 1987, when it was the 19th ranked need.

#10 Computers and data processing is ranked at 10th, dropping from its rank of 3rd in 1987.

Task Areas That Dropped Below the Highest Ten Since 1987

Four of the ten highest ranked needs of 1987 dropped below that threshold in 1989:

	1987 Rank	1989 Rank
Supervision, evaluation of staff	5	27
Instructional supervision	6	16
In-service for staff (certified and classified)	8	17
Classroom management	10	12

Three of these four task areas are instructional rather than managerial, posing the question, again, as to why managerial needs have ascended in priority and instructional needs have declined for principals since 1987?

Principals Statewide: Summary

1. The greatly diminished level of need for "Supervision, evaluation of staff", from fifth in 1987 to 27th in 1989 (given the history in these surveys of very stable rankings from year to year) may be a strong indication that Georgia's statewide effort to improve teacher evaluation is paying off, and handsomely. The major intervening events related to this area between the 1987 and 1989 surveys were (1) the intensive state-wide training program directed by the Georgia Education Leadership Academy for administrators of the new statewide teacher evaluation instrument, and (2) the implementation of that instrument. Communication with principals and teachers confirm these results, and suggest that notwithstanding very serious reservations about some components of state reform, and however strong the concerns about the often top-down processes used to implement them, the new teacher evaluation instrument and the staff training programs related to it appear to have greatly diminished the concerns of principals associated with the evaluation of teacher performance.

2. Georgia principals see themselves as having greater needs in the domains of organizational leadership and management than instruction, and the ratio of concern is greater in 1989 than in 1987. The message conveyed by survey results is that principals see themselves at the vortex of change brought about by the new and heightened expectations of them, and intensified by the reform movement in Georgia. These principals seem to be telling us that they need assistance and support in managing their staffs (see needs ranked #1, #3, #4, #5, #6), and their students and relations with community (needs #2 and #9). With the possible exception of "Evaluating program effectiveness, implementing change" (which is a hybrid management-instruction task area), all of the ten highest-ranked administrative needs of schools as perceived by principals are management or organizational leadership kinds of tasks rather than instructional kinds of tasks. We see just how far the needs profile of principals has shifted in that direction over a two year period when we observe that three of the four

tasks areas that dropped below the ten highest-ranked needs of 1987 are instructionally-related.

3. It is important to distinguish these specific management needs associated with important professional management functions (stress management, staff morale, group dynamics, legal considerations) from many necessary but lesser kinds of management needs. For example, principals ranked "Accounting, recording-keeping" at 46th, "Purchase and distribution" at 52nd, and "Pupil accounting" (F.T.E.) at 55th. Georgia's principals have been highly selective about which management problems have priority. They have selected those that will enhance their capacities to manage and lead their schools. They do not speak to needs that might be considered the "administrivia" of school leadership.

4. The very high rank of "School-societal problems (drug abuse, teen-pregnancy, etc.)" as the principals' second most pressing problem area is worthy of special attention. This is a new item to the survey. Its high rank parallels the public's judgment that drug abuse is the most serious problem of the schools (P.D.K. Gallup Polls, 1988 and 1989). For the public, it displaced "discipline" which had for many years been perceived as the schools #1 problem. Oddly, principals have been much less concerned with "discipline" as a need in both of our surveys. In 1987 we presented two items to assess this task area. "Defined expectancies, disciplinary procedures" was ranked at 22nd and "Discipline, due process" was ranked at 36th. Further, while only 20-22 per cent of all principals in 1987 rated either of these two as "high needs", 30 percent surveyed in 1989 rated "School-societal problems (etc)" as a high need. (The range of all sixty-one task areas in 1989 was from a high of 32 per cent to a low of 5 per cent). "Discipline", however, did rise as a principals' concern this year. See Table 3.

5. "Strategic planning" was first presented as part of the survey in 1989. It's high rank of 8th can be compared to the rank given by principals to a similar task area of the 1987 survey, "Long-short term planning", at 15th. This rise in need level is attributable, no doubt, to the state's requirement that strategic planning be carried out by all school systems.

Principals Statewide: The Needs of Greatest Urgency

A second approach to comparing priorities among these task areas is to look at the tasks that Georgia's principals most often rated as a "high need". Recalling that each respondent chose from a range of five ratings, from "0" (no need) to "4" (high need), we can array the task areas from the one which most often elicited a high need rating to the one which did so least often. We can then compare the new ranking by this measure with our earlier ranking by mean scores. Table 2 below shows that comparison for the ten task areas which most often received a "high-need" rating.

Table 2

Principals Survey 1989: Rank of Ten Task Areas Most Often Rated as a "High Need"

Rank by Mean Score	Rank by Per Cent Rating as a "4" (High Need)	Task Area	Per Cent Principals Rating as a "4" (High Need)
(3)	1	Staff morale, group dynamics	31.7%
(1)	2	Stress management	30.6%
(4)	3	Legal considerations	31.2%
(6)	3	Time management	31.2%
(2)	5	School-societal problems (drug abuse, teen pregnancy, etc.)	29.8%
(6)	6	Crisis, conflict management	26.8%
(5)	7	Evaluating program effectiveness, implementing changes	25.7%
(29)	8	Principal's role (in management of instruction)	24.9%
(16)	9	Instructional supervision	23.9%
(10)	10	Computer and data processing	23.6%

Discussion

Setting aside some of the minor differences between the rankings of some specific items by mean score as compared to their rankings by "per cent rating as a high need," some differences are notable. "Staff morale, group dynamics" became the highest-ranked item by this measure, showing that the feeling-tone in the building, the sense of well-being on the part of the staff or the lack thereof, is the most urgent concern of principals.

It is noteworthy that "principal's role" (in management of instruction) is ranked 8th of the 61 items by this measure, yet only 29th by mean score. Fully one out of four principals rated this concern as a high need. To place that one-fourth figure in perspective, only about half that number rated "Appropriate materials, equipment" as a high need (13 per cent) and only five per cent gave that rating to "Extra curricular programs".

We find that same higher urgency or potency for "Instructional supervision", which received a high-need rating from 24 per cent of all principals (ranked 9th), while its rank by mean score was considerably lower (ranked 16th). We note that "Supervision, evaluation of staff" which ranked

27th by mean score, holds a rank of 20th by per cent rating it as a high need (19 per cent). Further, it has diminished considerably by both of these measures from its much higher rankings in 1987 as is shown below:

Supervision, Evaluation of Staff

	1987	1989
Rank by mean score	5th	27th
Rank by per cent as a high need	lst	20th

Shifts from 1987 to 1989

The table below portrays eight needs that show a major priority shift, either higher or lower, since 1987. Discipline and communication needs have risen, while the principal's role in instruction, instructional supervision, and the supervision-evaluation of teachers show declines.

Table 3
Principals Statewide: Noteworthy Shifts in Priorities, 1987 to 1989

Task Area	Priority Shift	Rank by Mean Score 1987	1989
Discipline, due process	Higher	36	18
School-community communication	Higher	19	9
School-parent communication	Higher	18	11
School-staff communication	Higher	31	26
Principal's role (in management of instruction)	Lower	21	29
Instructional supervision	Lower	6	16
Supervision, evaluation of staff	Lower	5	27

We find confirming evidence, again, of a shift in the direction of needs for principals since 1987, that is, even greater concern with managerial needs than in 1987, and even less concern with instructional needs. In our view, this need not be interpreted as indicating that principals are inadequately focused on instruction, although that is one possible view. An equally logical interpretation, is that they believe that they require better management tools in order more effectively to deliver instructional outcomes.

Principals Statewide: Priorities that Raise Questions, 1989

Discipline, due process - While up from 26th in 1987 to 18th, still a lower priority than anticipated, given public's views.

Appropriate materials, equipment - Continued as a very low level of concern (35th) despite Georgia's rank near 40th in nation in expenditures per pupil over past five years.

Innovations, research - Remained high at 13th, despite the reform movement's emphasis on uniformity, testing, and grading.

Recruitment, selection of staff - Still very low at 37th despite the projected shortage of teachers, concern over teaching quality and school improvement, and concern over inbred faculties.

Career ladders - Almost at the bottom at 59th of 61 task areas. Is this perceived as a dead issue?

II. Statewide Results: Comparing Elementary and Secondary Principals

Do elementary (K-8) and secondary principals (grade 9 and/or above) have the same high-priority needs, or are there some important differences in needs between these two groups? Are elementary principals relatively stress-free and unconcerned with crisis management? Are secondary principals more worried about legal problems than their elementary colleagues?

Table 4

Comparing Elementary and Secondary Schools: The Ten Highest Ranked Administrative Needs by Mean Score as Perceived by Principals

Elementary Principals		Secondary Principals	
Rank	Task Area	Rank	Task Area
1	Stress management	1	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Staff morale, group dynamics	2	Staff morale, group dynamics
3	Legal considerations	3	Stress management
4	Evaluating program effectiveness, implementing changes	4	Evaluating program effectiveness, implementing changes
5	Crisis, conflict management	5	Time management
6	Time management	6	Instructional supervision
7	Strategic planning	7	Crisis, conflict management
8	Computer and data processing	8	Legal considerations
9	School-societal problems (drug abuse, teen pregnancy, etc.)	9	School-community communication
10	School-community communication	10	School-parent communication

Discussion

1. With few exceptions, elementary and secondary principals selected the same task areas as their highest needs. Remarkably, when asked to rate an array of 61 different task areas, they selected the same eight among their ten highest-ranked needs. As to the two needs that one group selected but the other did not (totalling four such task areas) two constitute only very marginal differences ("Strategic planning," eleventh for secondary principals, and "School-parent communication", 12th for elementary principals).
2. On two task areas, however, there is a greater difference. "Instructional supervision" is an important need (6th) of secondary principals, but of much lesser importance to elementary principals (18th). Conversely, "Computer and data processing" is a major need of elementary schools (8th), but of lower priority to secondary principals (17th).
3. The conventional wisdom that there are vast differences in the nature of the problems in the daily life of elementary and secondary principals turns out to be largely untrue. Elementary principals are very concerned about "stress management" (#1) and about "Crisis, conflict management" (#5). Secondary principals are concerned about "legal problems" (8th) but less than their elementary brethren (3rd). Yes, drugs and teen pregnancy, among other

school-societal problems, are the top-ranked concern of secondary principals, as one might anticipate. But this same problem area is ranked 9th among all 61 by elementary principals, higher than for example "Classroom-management" (13th) and "School climate, learning environment" (19th).

4. The fact that elementary and secondary schools turn out to have such similar needs profiles is a stroke of good fortune for staff developers. Any of the eight task areas shared between them as among their ten highest ranked needs would address a pressing concern of both elementary and secondary principals.
5. As these two groups interact within staff development programs it may be desirable to split into elementary and secondary subgroups when the specific content differs, but it is likely that each can serve as valuable resources for the other when grouped together. Often, when inservice programs are being planned, differences between elementary and secondary principals are pointed up. The data here suggest that similarities far outweigh differences.
6. Because the three highest-ranked needs for both are focused on managerial rather than instructional problems, staff developers might consider balancing that focus by utilizing the topic "Evaluating program effectiveness, implementing changes." It is the one task area selected by both among their ten highest needs that can readily explore instructional content and process. Further, because it is likely that most of the high ranked needs can be attributed in part to educational reform in Georgia, it may be timely for principals to examine the outcomes of the programs and emphases that came into being with reform. We also believe that program evaluation may be among those skills that are not fully taught and developed in professional preparation programs.

A Footnote: Some Selected Comparisons

The reader may wish to compare in Appendix A the rankings of all survey items by elementary and secondary principals. Twelve task areas that may be of some general interest are shown below in Table 5.

Table 5

Some Additional Selected Item Comparisons Between Elementary and Secondary Schools 1989

Task Area	1989 Rank Elementary	Secondary
Varied resources to meet needs	24	31
Discipline, due process	15	39
School-staff communication	27	23
Computer and data processing	8	17
Principal's role (in management of instruction)	28	25
Innovations, research	11	22
Classroom management	13	13
School climate, learning environment	19	13
Instructional supervision	18	6
Inservice education	17	27
Absenteeism (staff)	43	17
Recruitment, selection of staff	36	41

III. Results by Size/Socioeconomic Status of School System

To what extent do the administrative needs of schools reflect their size and socioeconomic status? Do the schools in large systems with relatively more affluent populations have priority needs that differ from, let us say, schools in systems with relatively poor school populations? To the extent that needs profiles of schools differ according to size and S.E.S. (socioeconomic status) of their systems, such differences might be taken into account in staff development programs.

The Six Groups

The six groups of school systems that follow are based upon the finding of the Comprehensive Evaluation Process of QBE that "the statistically best demographic predictor of student achievement was the percentage of students eligible to participate in the free lunch program." (Student Assessment Program, State Summary, 1987-88). The Student Assessment Program then divided all systems into eight groups by enrollment. Our groups follow those same standards except that their four mid-sized systems (of the set of eight) were collapsed by us into two, yielding for this study: two groups of large systems (one of higher and one of lower S.E.S.), two groups of mid-sized systems with an S.E.S. division and two groups of small systems, again divided on the basis of S.E.S. Size and S.E.S. criteria for each group are spelled out in the sections that follow.

GROUP I: SCHOOLS OF LARGE, HIGHER S.E.S. SCHOOL SYSTEMS (8500 or more students with 20% or fewer eligible for free lunch services)

There are in Georgia fifteen school systems in this category (See Appendix B for listing). The responses of 111 principals from the one-third sample of all principals from these fifteen systems provided the data for these findings. Their ten highest-ranked needs are shown below, along with those of principals statewide for comparison.

Table 6
The Ten Highest Ranked Administrative Needs of Schools of Large, Higher S.E.S. Systems

Large, Higher S.E.S. Principals		All Principals Statewide	
Rank	Task Area	Rank	Task Area
1	Stress management	1	Stress management
2	Staff morale, group dynamics	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Time management	3	Staff morale, group dynamics
4	Crisis, conflict management	4	Legal considerations
5	Evaluating program effectiveness, implementing changes	5	Evaluating program effectiveness, implementing changes
6	Legal considerations	6	Crisis, conflict management
7	School-societal problems (drug abuse, teen pregnancy, etc.)	6	Time management
8	Strategic planning	8	Strategic planning
9	Computer and data processing	9	School-community communication
10	School-parent communication	10	Computer and data processing

Discussion

The profile or pattern of administrative needs of schools in the large, higher S.E.S. school systems of Georgia is very similar to the profile of schools statewide. The principals of large, higher S.E.S. systems share nine of their ten highest needs with their colleagues statewide. Their highest priority is "Stress management" as is that of the statewide group. While the other eight needs shared in common do not occupy precisely the same position among the highest ten, there is a high level of correlation, especially as we note again that both groups have selected these same nine from among the 61 task areas of the survey.

"School-societal problems (drug abuse, teen pregnancy, etc.)", while of high priority to both groups, is of somewhat lower concern to these principals of large, higher S.E.S. systems. While this may fit the conventional wisdom (wealthier students have a lower incidence of drug abuse, teen pregnancy, etc.) it surely contradicts the notion that these schools of higher S.E.S. systems do

not have these problems to any considerable degree. At its rank of 7th, this task area is of greater moment to these principals than 54 other task areas.

As to the one need of each group that does not rank among the highest ten of the other, it turns out that the differences are marginal (see Appendix A). These small differences, in fact, are confirmation that principals of larger, more affluent school systems have the same high priority needs as their fellow principals across the entire state.

GROUP II: SCHOOLS OF LARGE, LOWER S.E.S. SCHOOL SYSTEMS (8500 or more students with more than 20% eligible for free lunch services).

There are in Georgia twelve school systems in this category (See Appendix B). From these, 92 principals of the one-third sample responded. Their ten highest-ranked needs are shown below, along with those of principals statewide for comparison.

Table 7

The Ten Highest Ranked Administrative Needs of Schools of Large, Lower S.E.S. Systems

Large, Lower S.E.S. Principals		All Principals Statewide	
Rank	Task Area	Rank	Task Area
1	Stress management	1	Stress management
2	Legal considerations	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Crisis, conflict management	3	Staff morale, group dynamics
4	Computer and data processing	4	Legal considerations
5	School-societal problems (drug abuse, teen pregnancy, etc.)	5	Evaluating program effectiveness, implementing changes.
6	Classroom management	6	Crisis, conflict management
6	Staff morale, group dynamics	6	Time management
8	Evaluating program effectiveness, implementing changes	8	Strategic planning
9	Innovation, research	9	School-community communication
10	Time management	10	Computer and data processing

Discussion

The profile of needs of schools in the larger, lower S.E.S. school systems of Georgia is very similar to the statewide profile and to that of their peers in the large, higher S.E.S. systems. Eight of the task areas ranked by Group II principals among their ten highest of the 61 surveyed were also selected by the statewide sample. Their highest-ranked need, "Stress management" is the same for both, and there is a generally high correlation as to the placement of those eight highest-ranked needs.

As to the differences between Group II and the statewide group, we note that Group II selected "Classroom management" at 6th and "Innovations, research" at 9th, while these were ranked at 12th and 13th respectively by the statewide group. These are not large differences in the context of the 61 task-area survey. Conversely, the statewide sample selected "Strategic planning"

(8th) and "School-community communication" (9th), which were ranked by Group II at 18th and 11th, respectively. The much lower ranking of "Strategic planning" by Group II may indicate that this task area (new to the survey and highlighted by the state requirement that school systems meet specific planning standards) is not yet being felt at an intense level by these large, lower S.E.S. principals. While it is also possible that the lower ranking may indicate that these Group II schools already largely have met these requirement, we deem that unlikely, as it is a management activity which even the more sophisticated and wealthy (read "less troubled") districts across the nation have not yet mastered.

Finally, we note that Group II ranked "Computer and data processing" at 4th, while it was ranked at 10th by the statewide group. We speculate that the less affluent school systems just now may be gearing up for this technological change, while wealthier districts may have set and met their goals earlier. We can check this by comparing the three higher S.E.S. groups (I, III, and V) with their comparable lower S.E.S. groups (II, IV and VI), as to this task area.

Rank of "Computer and data processing"

Higher S.E.S. Systems			Lower S.E.S. Systems		
Size	Group #	Rank	Size	Group #	Rank
Large	I	9	Large	II	4
Mid-Sized	III	12	Mid-Sized	IV	18
Small	V	15	Small	VI	6

We find our speculation confirmed for schools in large and small systems, but not for mid-sized systems.

GROUP III: SCHOOLS OF MID-SIZED, HIGHER S.E.S. SCHOOL SYSTEMS
(with fewer than 8500 but 2000 or more students, and with 32 per cent or less eligible for free lunch services)

There are in Georgia 47 school systems within this category. (See Appendix B). From these, 84 principals of the one-third sample responded. Their ten highest-ranked needs are shown below, along with those of principals statewide for comparison.

Table 8

The Ten Highest Ranked Administrative Needs of Schools of Mid-Sized, Higher S.E.S. Systems

Mid-Sized, Higher S.E.S. Principals		All Principals Statewide	
Rank	Task Area	Rank	Task Area
1	Stress management	1	Stress management
2	Staff morale, group dynamics	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Legal considerations	3	Staff morale, group dynamics
4	Evaluating program effectiveness, implementing changes	4	Legal considerations
5	School-community communication	5	Evaluating program effectiveness, implementing changes
6	School-societal problems (drug abuse, teen pregnancy, etc.)	6	Crisis, conflict management
7	Time management	6	Time management
8	Strategic planning	8	Strategic planning
9	Knowledge of curriculum/ instruction	9	School-community communication
10	Classroom management	10	Computer and data processing

Discussion

Principals of mid-sized, higher S.E.S. school systems share 8 out of 10 highest needs with principals statewide, and from their highest-ranked need, "Stress management", down through their eighth highest-ranked need, their priorities closely match the statewide pattern. As to the differences between the two groups in the selection of the 9th and 10th ranked need of each (four in total) the differences for three of these four are marginal. One task area selected by Group III principals, however, at the rank of 9th, "Knowledge of curriculum/instruction" was ranked much lower at 21st by the statewide sample, and is for that reason perhaps worthy of further inquiry by those planning staff development programs for principals in Group III.

GROUP IV: SCHOOLS OF MID-SIZED, LOWER S.E.S. SCHOOL SYSTEMS
(fewer than 8500 but with 2000 or more students, and with 33 per cent or more eligible for free lunch services.)

There are in Georgia fifty school systems within this category. (See Appendix B). From these systems, 67 principals responded. Their ten highest-ranked needs are shown below, along with those of principals statewide for comparison.

Table 9

The Ten Highest Ranked Administrative Needs of Schools of Mid-Sized, Lower S.E.S. Systems

Mid-Sized, Lower S.E.S. Principals		All Principals Statewide	
Rank	Task Area	Rank	Task Area
1	Staff morale, group dynamics	1	Stress management
2	Stress management	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	School-societal problems (drug abuse, teen pregnancy, etc.)	3	Staff morale, group dynamics
4	Strategic planning	4	Legal considerations
5	Legal considerations	5	Evaluating program effectiveness, implementing changes
5	School-community communication	6	Crisis, conflict management
7	Time management	6	Time management
8	Evaluating program effectiveness, implementing changes	8	Strategic planning
8	Innovations, research	9	School-community communication
10	Crisis, conflict management	10	Computer and data processing

Discussion

Group IV selected as its highest ranked need "Staff morale, group dynamics" rather than "Stress management." With this exception, Group IV principals are strikingly similar to their colleagues statewide. They shared nine of their ten highest-ranked needs with the statewide sample, and on their tenth, "Innovations, research," ranked by them as 8th, the statewide group was close by at 13th. "Computer and data processing" was of considerably lower concern to Group IV principals (18th) than to the statewide group (10th).

All in all, principals in mid-sized, lower S.E.S. school systems mirrored closely the priorities of the statewide group of Georgia's principals.

GROUP V: SCHOOLS OF SMALL, HIGHER S.E.S. SCHOOL SYSTEMS

(fewer than 2000 students, with 45 per cent or fewer eligible for free lunch services.)

There are in Georgia 36 school systems within this category. (See Appendix B.) From these, 25 principals of the one-third sample responded. Their ten highest-ranked needs are shown below, along with those of principals statewide for comparison.

Table 10

The Ten Highest Ranked Administrative Needs of Schools of Small, Higher S.E.S. Systems

Small, Higher S.E.S. Principals		All Principals Statewide	
Rank	Task Area	Rank	Task Area
1	In-service for staff (certified and and classified)	1	Stress management
2	Strategic planning	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Evaluating program effectiveness, implementing changes	3	Staff morale, group dynamics
4	School-community communication	4	Legal considerations
5	School-societal problems (drug abuse, teen pregnancy, etc.)	5	Evaluating program effectiveness, implementing changes
6	School-parent communication	6	Crisis, conflict management
7	Instructional supervision	6	Time management
8	Knowledge of curriculum/instruction	8	Strategic planning
8	Defined K-12 curriculum	9	School-community communication
8	Staff involvement	10	Computer and data processing

Discussion

Principals of small, higher S.E.S. school systems showed a major break away from the statewide profile of needs. Their ten highest-ranked needs include:

-- Six task areas not on the statewide highest-ten set.

-- "In-service for staff" as their highest ranked need. (It is 17th statewide).

-- Four task areas that are instructionally related and do not appear on the statewide highest-ten list:

"In-service for staff (certified and classified)"

"Instructional supervision"

"Knowledge of curriculum/instruction"

"Defined K-12 curriculum"

Group V principals did not select six task-areas among their highest ten that were selected by the statewide sample. All of these "not selected" task areas are managerial, and many bear a connotation of "principals-under-pressure".

Group V Principals Give Lower Priority to Managerial Needs

Task Area	Group V	Statewide
Stress management	14th	1st
Staff morale, group dynamics	16th	3rd
Legal considerations	28th	4th
Crisis, conflict management	19th	6th
Time management	13th	6th
Computer and data processing	15th	10th

Impressively, Group V principals are considerably less taxed by these pressure/management areas, and are much more focussed on instruction, outreach and communication than their statewide peers. Staff developers working with principals from small, higher S.E.S. school systems could be advised to consider their uniqueness, and to direct efforts at their needs rather than assuming that theirs are typical of the statewide sample. They are not.

GROUP VI: SCHOOLS OF SMALL, LOWER S.E.S. SCHOOL SYSTEMS (fewer than 2000 pupils, with more than 45 per cent eligible for free lunch services).

There are in Georgia 26 school systems within this category. (See Appendix B). From these, 17 principals of a one-third sample responded. Their ten highest-ranked needs are shown below, along with those of principals statewide for comparison.

Table 11

The Ten Highest Ranked Administrative Needs of Schools of Small, Lower S.E.S. Systems

Small, Lower S.E.S. Principals		All Principals Statewide	
Rank	Task Area	Rank	Task Area
1	Legal considerations	1	Stress management
2	Defined K-12 curriculum	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Discipline, due process	3	Staff morale, group dynamics
4	School-parent communication	4	Legal considerations
4	Stress management	5	Evaluating program effectiveness, implementing changes
6	Knowledge/use of policies, goals	6	Crisis, conflict management
6	Computer and data processing	6	Time management
6	Strategic planning	8	Strategic planning
6	Instructional supervision	9	School-community communication
10	School-societal problems (drug abuse, teen pregnancy, etc.)	10	Computer and data processing
10	School-staff communication		
10	Appropriate materials, equipment		
10	Staff morale, group dynamics		

Discussion

The principals from small, lower S.E.S. school systems present a needs profile that is the most unusual and the most divergent from the statewide sample among all six groups. It is the only group of principals that:

-- chose "Legal considerations" as its highest ranked need. It was 4th statewide.

-- chose "Discipline, due process" as among its highest ranked needs (3rd). It was 18th statewide.

-- selected "Appropriate materials, equipment" among its ten highest ranked needs (10th). It was 35th statewide.

-- selected "Knowledge/use of policies, goals" (6th) among its ten highest ranked needs. It was 44th statewide.

-- selected "School-societal problems (drug abuse, teen pregnancy, etc.)" as low at 10th. It was 2nd statewide.

-- selected as many as eight task areas among their ten highest ranked needs that were not similarly selected by the statewide sample.

-- selected "Staff morale, group dynamics" as low as 10th. It is 3rd statewide.

-- selected "Defined K-12 curriculum" as high as 2nd. It was 33rd statewide.

This is not only the most divergent set of needs priorities; it is the most varied profile of needs. As was true for schools of small, higher S.E.S. systems, the schools of small, lower S.E.S. systems have administrative needs priorities unique to them, calling for development efforts targeted at those needs rather than at more generalized statewide needs.

Selected Items Comparisons

From the 61 items of the survey, we have selected arbitrarily fifteen task areas that have historically borne some real or implied relationships to size or S.E.S. for comparisons among these six groups. For example, we might have anticipated a higher level of concern with "Discipline, due process" among the three lower S.E.S. groups. We found it. Most task areas, however, show mixed rather than consistent patterns between task area and size/socioeconomic status.

Table 12

Selected Item Comparisons Among Schools From All Size - S.E.S. Groups

Task Area	Size - S.E.S. Group					
	I Lg/Hi	II Lg/Lo	III Mid/Hi	IV Mid/Lo	V Sm/Hi	VI Sm/Lo
Varied resources to meet needs	23	21	31	33	17	20
Discipline, due process	16	13	28	13	40	3
School-community communication	15	11	5	5	4	20
School-parent communication	10	17	13	12	6	4
Pupil accounting (F.T.E.)	53	57	57	53	49	52
Principal's role (in mgt. of instruction)	32	33	16	21	25	36
Appropriate materials, equipment	42	27	32	42	17	10
Innovations, research	11	9	22	8	20	32
Classroom management	18	6	10	14	29	14
Instructional supervision	19	22	17	15	7	6
Supervision, evaluation of instruction	27	26	29	29	22	23
In-service for staff	21	14	25	27	1	25
Recruitment, selection of staff	39	41	42	20	33	14
Career ladders	56	58	61	60	60	58
Absenteeism (staff)	34	35	44	33	44	46

SUMMARY: School Needs By Size/Socioeconomic Status of System

While the schools from each of these six groups of systems presented a needs profile that was unique, four of the groups selected a pattern of highest needs that were very similar to the statewide pattern. Groups I - IV, that is, the two groups of large systems (high and low S.E.S.) and the two groups of mid-sized systems (high and low S.E.S.) selected eight or nine of the same task areas among their highest ten ranked needs as did the statewide sample. The patterns of needs of Groups I, II, III and IV were also simple to discern: a predominance of pressure-laden managerial needs, with a minority of instructionally related needs. Staff developers working with principals from large and mid-sized schools systems can address a relatively common pattern of high needs, without regard to distinctions as to the size and socioeconomic distinctions among their systems.

Two of the groups, Group V (small, higher S.E.S. systems) and Group VI (small, lower S.E.S. systems) presented needs profiles that were (1) very different from the statewide pattern and (2) very different from each other. Group V was more complex: a predominance of instructional needs, followed by communication and outreach task areas as high needs, with virtually none of the pressure/managerial needs. In the schools of small, lower S.E.S. systems a wider gamut of needs emerges, including managerial needs, policy and goals needs, instructional needs, and "discipline" needs. Staff developers working with principals from small school systems should avoid any prejudgments about their priorities. They share relatively few high-priority administrative needs with the statewide sample and each has a different highest priority needs. Their needs profiles should be studied with some care for an understanding of their major concerns.

Very few needs appear to correlate highly with size/S.E.S., that is, needs that were consistently and significantly higher or lower among the three higher S.E.S. groups than each of their lower S.E.S. paired group. One such was "Discipline, due process", which was in each pair of groups a higher priority concern for the lower S.E.S. group than in the higher S.E.S. group. Again, we find that a priori assumptions about needs based on the socioeconomic status of systems turn out to be unsupported, suggesting that staff developers seeking to meet locally felt needs must examine the data rather than acting on untested assumptions.

IV. RESULTS BY COST PER PUPIL OF SCHOOL SYSTEM

Do schools in school systems that spend more money for pupils have needs profiles different from those that spend less? To the extent that such need patterns differ on the basis of cost per pupil, staff development programs would also differ. If, however, it turns out that the profiles are similar, or differ only marginally, staff developers should be able to proceed with greater confidence to plan programs for principals without regard to cost per pupil of their school systems.

Range of Cost Per Pupil in Georgia

In the 1988 computation (State of Georgia, Department of Education, Cost per Child in A.D.A., 1986-7) there was a range from those systems spending in excess of $4000 per child to those spending just over $2000 per child. Respondents to the survey were placed into six sub-groups to match the cost clusters into which these appeared to fall: (See Appendix B)

Group A	Highest Cost per Child: Above $4000
Group B	Second-Highest Cost per Child: $3300 - $4000
Group C	Upper-Middle Cost per Child: $3000 - $3299
Group D	Lower-Middle Cost per Child: $2650 - $2999
Group E	Second - Lowest Cost per Child: $2350 - $2649
Group F	Lowest Cost per Child: Below $2349

Group A Highest Cost per Pupil: Above $4000

Of the 396 principals who responded to the survey, 37 (9 per cent) were from school systems in Group A. Shown in Table 13 below are the ten highest-ranked needs of these highest cost system schools as perceived by their principals, shown with the comparable needs for all principals statewide.

Table 13

The Ten Highest-Ranked Administrative Needs of Schools of the Highest Cost per Pupil Systems (Group A) in Georgia

Group A - Highest Cost Per Pupil (Principals)		Principals Statewide	
Rank	Task Area	Rank	Task Area
1	Stress management	1	Stress management
2	Innovations, research	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Crisis, conflict management	3	Staff morale, group dynamics
3	Staff, corrective discipline	4	Legal considerations
5	Computer and data processing	5	Evaluating program effectiveness, implementing changes
6	School-societal problems (drug abuse, teen pregnancy, etc.)	6	Crisis, conflict management
7	Legal considerations	6	Time management
8	Inservice for staff (certified and classified)	8	Strategic planning
9	School-community communication	9	School-community communication
10	Evaluating program effectiveness, implementing changes	10	Computer and data processing

Discussion

While Group A principals expressed some high priority needs that were not shared by their peers statewide, they chose "Stress management," as did the statewide sample, as their highest-ranked need, and they shared six other of the ten highest ranked needs with the statewide group. These high cost per pupil principals, however, selected three task areas among their ten highest that the statewide group did not. Notably, "Innovations, research" was highly ranked (at 2nd) by Group A while it was ranked 13th statewide. Even more divergence was demonstrated by their selection of "Staff, corrective discipline" as a 3rd ranked need, while it was down at #22 for the statewide. Also, these high-cost principals believed they have needs in the area of inservice education for staff at a considerably higher level (8th) than their peers (17th).

Group A principals omitted from their highest-ten set of needs, "Staff morale, group dynamics" (11), "Time management" (17), and "Strategic planning" (19). "Computer and data processing" was a more urgent need for these principals than it was for their colleagues, while "School-societal problems" and "Evaluating program effectiveness" are task areas that they ranked lower than the statewide group.

Group B The Second Highest Cost per Pupil: $3300 - $4000

Forty-five of the 396 principals (11 per cent) whose responses were tabulated in the survey were from Group B. Their ten highest-ranked needs are shown in Table 14 below, with the comparable needs for all principals statewide.

Table 14

The Ten Highest-Ranked Administrative Needs of Schools of the Second Highest Cost per Pupil Systems (Group B) in Georgia

Group B - Second Highest Cost Per Pupil (Principals)		Principals Statewide	
Rank	Task Area	Rank	Task Area
1	Stress management	1	Stress management
2	Staff morale, group dynamics	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	School-societal problems (drug abuse, teen pregnancy, etc.)	3	Staff morale, group dynamics
4	Crisis, conflict management	4	Legal considerations
5	Classroom management	5	Evaluating program effectiveness, implementing changes
6	Evaluating program effectiveness, implementing changes	6	Crisis, conflict management
7	Legal considerations	6	Time management
8	Interpersonal relationships, rapport	8	Strategic planning
9	Staff involvement	9	School-community communication
10	Time management	10	Computer and data processing

Discussion

Group B principals expressed a set of needs that is very similar to their colleagues statewide. They did select, however, three task areas within their highest ten that were ranked just below that threshold by the statewide group: "Classroom management" (12th statewide), "Interpersonal relationships" (15th statewide) and "Staff involvement" (14th statewide).

Conversely, Group B principals ranked three task areas below the top ten level that achieved that status by the statewide group: "Strategic planning" (12th for Group B), "School-community communication" (17th for Group B) and "Computer and data processing" (13th for Group B).

Group C Upper Middle Cost per Pupil: $3000 - $3299

Sixty of the 396 principals (15%) whose responses were tabulated in the survey were from this group. Their ten highest-ranked needs are shown in Table 15 along with the comparable set for the statewide group.

Table 15

The Ten Highest-Ranked Administrative Needs of Schools of the Upper-Middle Cost per Pupil Systems (Group C) in Georgia

Group C - Upper-Middle Cost Per Pupil (Principals)		Principals Statewide	
Rank	Task Area	Rank	Task Area
1	Evaluating program effectiveness, implementing changes	1	Stress management
2	Crisis, conflict management	2	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Staff morale, group dynamics	3	Staff morale, group dynamics
4	Time management	4	Legal considerations
5	School-societal problems (drug abuse, teen pregnancy, etc.)	5	Evaluating program effectiveness, implementing changes
6	Stress management	6	Crisis, conflict management
7	Classroom management	6	Time management
8	Strategic planning	8	Strategic planning
9	Staff involvement	9	School-community communication
10	Knowledge of curriculum/instruction implementing changes	10	Computer and data processing

Discussion

Group C principals established their highest ranked need as "Evaluating program effectiveness, implementing changes", thus differing from the statewide group. Additionally, while there are some marginal differences between Group C and their peers statewide, and the relatively higher positioning of "Knowledge of curriculum/instruction", as well as the somewhat different rankings of the same task areas, there is little that distinguishes Group C from the statewide sample. They share 7 of the same 10 highest needs with the statewide sample.

Group D Lower-Middle Cost per Pupil: $2650 - $2999

The largest number of principals responding to the survey were in this group, 176 of the 396 respondents, or 44 per cent. The ten highest-ranked needs of Group D are shown in Table 16 along with the comparable set for the statewide groups.

Table 16

The Ten Highest-Ranked Administrative Needs of Schools of the Lower-Middle Cost per Pupil Systems (Group D) in Georgia

Group D - Lower-Middle Cost Per Pupil (Principals)		Principals Statewide	
Rank	Task Area	Rank	Task Area
1	Stress management	1	Stress management
2	Legal considerations	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Staff morale, group dynamics	3	Staff morale, group dynamics
4	Evaluating program effectiveness, implementing changes	4	Legal considerations
5	Time management	5	Evaluating program effectiveness, implementing changes
6	Strategic planning	6	Crisis, conflict management
7	School-community communication	6	Time management
8	School-societal problems (drug abuse, teen pregnancy, etc.)	8	Strategic planning
9	Computer and data processing	9	School-community communication
10	Systems for information dissemination	10	Computer and data processing

Discussion

Group D principals matched the statewide group with their selection of nine of the ten highest task areas, and while there are minimal differences in the placement of the rankings, the similarities between Group D and the statewide sample are the dominant theme of the findings. Ranked at 10th by Group D was "Systems for information dissemination", which is much lower at 20th, statewide. Omitted by Group D from their ten highest list, but just below at 11th, is "Crisis, conflict management."

Group E Second-Lowest Cost per Pupil: $2350 - $2649

Sixty-nine of the 396 principals were in this group (17 percent). Shown in Table 17 below are the ten highest-ranked needs of these second-lowest cost system schools as perceived by their principals, shown with the comparable needs for all principals statewide.

Table 17

The Ten Highest-Ranked Administrative Needs of Schools of the Second-Lowest Cost per Pupil Systems (Group E) in Georgia

Group E - Second-Lowest Cost Per Pupil (Principals)		Principals Statewide	
Rank	Task Area	Rank	Task Area
1	Staff morale, group dynamics	1	Stress management
2	Stress management	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Legal considerations	3	Staff morale, group dynamics
4	Strategic planning	4	Legal considerations
5	School-community communication	5	Evaluating program effectiveness, implementing changes
6	Time management	6	Crisis, conflict management
6	Principal's role (in management of instruction)	6	Time management
8	Evaluating program effectiveness, implementing changes	8	Strategic planning
9	School-parent communication	9	School-community communication
10	Knowledge of curriculum/instruction	10	Computer and data processing
10	Instructional supervision		

Discussion

With a needs profile more divergent than the other groups from the statewide sample, these principals expressed some priorities that are at higher levels of need than the statewide sample. Most notable of these, "Principal's role" (in the management of instruction) was ranked at 29th by their peers statewide. The remaining differences are marginal, however, as those task areas selected by one group but not by the other are to be found ranked just below the ten highest. While the order of priority of needs is somewhat different, and therefore worthy of review by staff developers working with the principals of these schools, and excepting their high interest in the principal's role, Group E does approximate the statewide sample.

Group F Lowest Cost per Pupil: Below $2349

Nine of the 396 responding principals were from Group F (2 per cent). Shown in Table 18 below are the ten highest-ranked needs of these lowest-cost-system schools, as perceived by their principals shown with the comparable needs of all principals statewide.

Table 18

The Ten Highest-Ranked Administrative Needs of Schools of the Lowest Cost per Pupil Systems (Group F) in Georgia

Group F - Lowest Cost Per Pupil (Principals)		Principals Statewide	
Rank	Task Area	Rank	Task Area
1	Crisis, conflict management	1	Stress management
2	School-societal problems (drug abuse, teen pregnancy, etc.)	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Time management	3	Staff morale, group dynamics
4	Classroom management	4	Legal considerations
5	Knowledge of curriculum/instruction	5	Evaluating program effectiveness, implementing changes
5	Computer and data processing	6	Crisis, conflict management
5	Evaluating program effectiveness, implementing changes	6	Time management
5	Recruitment, selection of personnel	8	Strategic planning
9	Knowledge, use of leadership techniques	9	School-community communication
9	Employee benefits	10	Computer and data processing
9	Merit plans		
9	Stress management		

Discussion

Given the relatively small number of respondents, we are not altogether comfortable with the results from this group. We note first that "Crisis, conflict management" was their highest ranked need. This group of lowest-cost principals selected three personnel items among their highest ten priority needs, the only group to do so:

Task Area	Group F Rank	Statewide Rank
Recruitment, selection of personnel	5	37
Employee benefits	9	47
Merit plans	9	57

These low cost/pupil principals have expressed needs which logically would accompany their low-budget, low-salary school systems. Staff developers working with Group F principals may want to address these rather unique needs.

Are There Any Consistent Relationships Between Administrative Needs and Cost Per Pupil?

From the 61 administrative needs of the survey, twenty were selected for a review of this question, on the basis that there has been, for each, some probability (the literature, conventional wisdom, experience) of there being some direct or inverse relationship. For example, one might anticipate a direct relationship between a concern for innovation and cost per pupil, and an inverse relationship between concern about "resources to meet needs" and cost per pupil. Twenty task areas were selected for this comparison as shown below in Table 19.

Table 19

Comparison of Rankings by Cost per Pupil Groups of 20 Selected Task Areas

	Gp A	Gp B	Gp C	Gp D	Gp E	Gp F
School-societal problems (drug abuse, teen pregnancy, etc.)	6	3	5	8	13	2
Strategic planning	19	12	8	6	4	13
Computer and data processing	5	13	21	9	15	5
Innovations, research	2	11	12	16	22	26
Discipline, due process	12	15	16	20	18	45
Systems for information dissemination	18	32	34	10	27	21
Varied resources to meet needs	16	31	24	22	30	38
Principal's role (in management of instruction)	44	43	26	23	6	47
Knowledge/use of leadership techniques	47	32	28	34	39	9
Absenteeism (staff)	14	26	43	40	45	38
Recruitment, selection of personnel	35	35	37	39	34	15
Organizational culture	45	48	44	49	51	58
Board-administration relationships	58	52	49	47	52	58
School-parent communication	14	14	18	12	9	21
School-staff communication	39	19	32	28	19	13
School-community communication	9	17	15	7	5	13
Inservice for staff (certified & classified)	8	25	20	17	25	13
Evaluating program effectiveness, implementing changes	10	6	1	4	8	5
School climate, learning environment	21	19	17	14	26	26
Testing, placement, promotion, retention	37	39	27	31	33	31

Discussion

-- There is an inverse relationship between "Strategic planning" and cost/pupil (except for the lowest cost/pupil group).

-- The highest and lowest cost/pupil schools have placed "Computers and data processing" at a higher level than did the other four groups.

-- There is a consistent, direct relationship between cost/pupil and the expressed need for "Innovations, research." The higher the cost/pupil, the higher the ranking of this item. Apparently the wealthier the school, the greater the interest in breaking new ground and finding new solutions to problems.
-- Schools from the three highest cost/pupil groups expressed a greater need in the area of "Discipline, due process" than the three lowest cost/pupil groups.
-- The group expressing greatest concern about its ". . .resources to meet needs" was from the highest cost/pupil schools. The group expressing least concern was from the lowest cost/pupil schools. It appears that the most affluent schools saw the gaps between where they are and where they should be while the poorest are accommodating to their material inadequacies.
-- The two highest cost/pupil groups gave the highest rankings to "Absenteeism (staff)", expressing either higher standards in that arena or poorer performance.
-- Communication needs (school-parent, school-staff, and school-community) were perceived at a higher level in the lower cost/pupil school systems than in the higher.
-- The least concern about "School climate, learning environment" was voiced by schools in the two lowest cost/pupil systems.

SUMMARY: Results by Cost Per Pupil of School System

While each of these six groups of schools, from highest cost/pupil to lowest cost/pupil school systems, expressed unique administrative needs, the overall picture in the state is one of greater similarity than differences. No group selected fewer than six task areas among their ten highest ranked needs of those selected by the statewide sample.

Task areas that were unique to groups are worthy of special attention by staff developers. Examples of this are "Innovations, research" selected by the highest cost/pupil group and "Recruitment, selection of staff" by the lowest cost/pupil group. Each group's profile of needs is somewhat unique in the positioning of their task areas among the ten highest if not in the selection of different task areas.

There are some interesting correlations between cost/pupil and intensity of need, both positive ("Innovations, research," for example) and negative (communications with staff, parents, and community, for example). Few of these correlations are sufficiently high to warrant a generalized inference that would enable a staff developer to predict need level based on the system cost/pupil of the principal.

V. REGIONAL RESULTS: SIXTEEN RESA'S AND ONE "NON-RESA"

Introduction

Sixteen RESAs (Regional Educational Services Agency) serve 179 of Georgia's 186 school systems. These RESAs include staff development as one of their service functions, are at times called on to coordinate statewide staff development programs, and are often at the hub of problem-solving activities among principals and superintendents in their regions. For these reasons, the RESA was chosen for this study of administrative needs as the geographical subunit of the state.[2]

The seven school systems that do not participate in their RESA's are scattered throughout the state. Their combined enrollment of about 12 percent of the state's students urged us to include them in the report, and we do so under the fictional heading of "RESA #0."

RESA #1 (Pioneer RESA)

The school systems within RESA #1 are: Banks, Dawson, Forsyth, Franklin, Habersham, Hall, Hart, Lumpkin, Rabun, Stephens, Town, Union and White Counties, Gainesville City. The school systems of this RESA are located in the northeastern corner of the state, with a combined enrollment (F.T.E.) of 49,071 in 84 schools. (For sources, see Introduction, above.) From the one-third sample, twenty principals responded to the survey, or 71 percent.[3]

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

[2]The descriptive data for all RESAs in this section as regards the systems and their combined enrollment were drawn from Regional Education Service Agencies, Annual Report, Nov. 1988, Georgia Department of Education, Atlanta. The data for the number of schools within each RESA region came from that publication's Annual Report, Nov. 1987. For the RESAs that contain nonparticipating systems, the number of schools in the RESA is a derived figure, the total number of schools minus the number of schools in the non-participating systems as obtained from Georgia Public Education 1989 Directory: State and Local Schools and Staff, Georgia Department of Education.

[3]One-third of all Georgia principals constituted the sample, including approximately one-third of the principals of each region. Thus, for Region 1, of its 84 schools (1987 count), approximately 28 were in the sample, of which 20 or 71 percent, responded. This same computational basis was used for all RESA's.

Table 20

The Ten Highest Ranked Needs of School Systems in the RESA #1 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #1 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Evaluating program effectiveness, implementing changes	1	Stress management
2	Staff involvement	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Inservice for staff (certified & classified)	3	Staff morale, group dynamics
4	Varied resources to meet needs	4	Legal considerations
5	Staff morale, group dynamics	5	Evaluating program effectiveness, implementing changes
6	Legal considerations	6	Crisis, conflict management
6	Innovations, research	6	Time management
8	Stress management	8	Strategic planning
9	Interpersonal relationships, rapport	9	School-community communication
10	Time management	10	Computer and data processing
10	Organization for curriculum development		
10	Staff, corrective discipline		

Discussion

Among the ten highest ranked in RESA #1, but not statewide:

Task Area	RESA #1 Rank	Statewide Rank
Staff involvement	2	14
Inservice for staff (certified & classified)	3	17
Varied resources to meet needs	4	24
Innovations, research	6	13
Interpersonal relationships, rapport	9	15
Organization for curriculum development	10	28
Staff, corrective discipline	10	22

Among the ten highest ranked statewide, but not in RESA #1:

Task Area	Statewide Rank	RESA #1 Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	2	14
Crisis, conflict management	6	19
Strategic planning	8	15
School-community communication	9	13
Computer and data processing	10	32

Among the ten highest ranked in both RESA #1 and statewide:

Task Area	RESA #1 Rank	Statewide Rank
Evaluating program effectiveness, implementing changes	1	5
Staff morale, group dynamics	5	3
Legal considerations	6	4
Stress management	8	1

Needs Profile Summary

The schools of the systems participating in RESA #1 present a needs profile which varies considerably from the statewide profile. Several of the high-ranked needs of RESA #1 schools cluster about the topic of working with staff to evaluate and improve instruction and curriculum (See their needs ranked #1,2,3,6 innovations, and 10-curriculum development). There is sufficient divergence in their profile from that of the state to warrant special examination of their needs prior to embarking on improvement efforts with the schools in this region.

RESA #2 (Northeast Georgia RESA)

The school systems within RESA #2 are: Barrow, Clarke, Elbert, Greene, Jackson, Madison, Morgan, Oconee, Oglethorpe and Walton Counties. Commerce, Jefferson and Social Circle Cities. The school systems of this RESA are located in the northeast area of the state with a combined enrollment (F.T.E.) of 44,667 in 73 schools. (For sources, see Introduction, above.) From the one-third sample, 18 principals responded to the survey, or 75 percent.[4]

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 21

The Ten Highest Ranked Needs of School Systems in the RESA #2 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #2 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Legal considerations	1	Stress management
1	Staff morale, group dynamics	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Computer and data processing	3	Staff morale, group dynamics
4	Crisis, conflict management	4	Legal considerations
4	Evaluating program effectiveness, implementing changes	5	Evaluating program effectiveness, implementing changes
4	Scheduling, lesson planning, time on task	6	Crisis, conflict management
7	Testing, placement, promotion/retention	6	Time management
8	Strategic planning	8	Strategic planning
8	Stress management	9	School-community communication
10	Knowledge of curriculum/instruction	10	Computer and data processing
10	Time management		
10	Principal's role (in management of instruction)		
10	Instructional supervision		
10	Staff, corrective discipline		

[4]For computation basis, see footnotes, RESA #1.

Discussion

Among the ten highest ranked in RESA #2, but not statewide:

Task Area	RESA #2 Rank	Statewide Rank
Scheduling, lesson planning, time on task	4	23
Testing, placement, promotion/retention	7	31
Knowledge of curriculum/instruction	10	21
Principal's role	10	29
Instructional supervision	10	16
Staff, corrective discipline	10	22

Among the ten highest ranked statewide, but not in RESA #2:

Task Area	Statewide Rank	RESA #2 Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	2	17
School-community communication	9	15

Among the ten highest ranked in both RESA #2 and statewide:

Task Area	RESA #2 Rank	Statewide Rank
Legal considerations	1	4
Staff morale, group dynamics	1	3
Computer and data processing	3	10
Crisis, conflict management	4	6
Evaluating program effectiveness, implementing changes	4	5
Strategic planning	8	8
Stress management	8	1
Time management	10	6

Needs Profile Summary

The most notable choices of Region #2 schools were their selection of "Legal considerations" as the #1 need and "Computer and data processing", ranked #3. Also, there were four task areas among their ten highest that showed a greater focus on the classroom ("Scheduling, lesson planning, time on task"; "Testing, placement, promotion/retention"; "Instructional supervision" and "Staff, corrective discipline") than the statewide sample.

While there are many parallels between this region's pattern of high needs and the pattern statewide, those who work with these schools will want to examine its need profile rather than assume that it reflects the statewide picture.

RESA #3 (Central Savannah River Area RESA)

The school systems participating in RESA #3 are: Burke, Columbia, Emanuel, Glascock, Jefferson, Jenkins, Lincoln, McDuffie, Taliaferro, Warren and Wilkes counties. Richmond and Screven counties are not members of this RESA. The school systems of this RESA are located in the mid-eastern border area of the state, with a combined enrollment (F.T.E.) of 69,701 in 110 schools. (For sources, see Introduction, above.) From the one-third sample, 15 principals responded to the survey, or 81 percent.

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 22

The Ten Highest Ranked Needs of School Systems in the RESA #3 Region Compared with the Ten Highest Ranked Needs Statewide

RESA #3 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Legal considerations	1	Stress management
2	Strategic planning	2	School-societal problems (drug abuse, teen pregnancy, etc.)
2	School-staff communications	3	Staff morale, group dynamics
2	Evaluating program effectiveness, implementing changes	4	Legal considerations
2	Staff morale, group dynamics	5	Evaluating program effectiveness, implementing changes
6	Discipline, due process	6	Crisis, conflict management
6	Staff involvement	6	Time management
6	Stress management	8	Strategic planning
9	Communication with students	9	School-community communication
9	School-parent communication	10	Computer and data processing

Discussion

Among the ten highest ranked in RESA #3, but not in statewide:

Task Area	RESA #3 Rank	Statewide Rank
School-staff communication	2	26
Discipline, due process	6	18
Staff involvement	6	14
Communications with students	9	32
School-parent communication	9	11

Among the ten highest ranked statewide, but not in RESA #3:

Task Area	Statewide Rank	RESA #3 Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	2	20
Crisis,conflict management	6	15
Time management	9	32
School-community communication	9	15
Computer and data processing	10	24

Among the ten highest ranked in both RESA #3 and statewide:

Task Area	RESA #3 Rank	Statewide Rank
Legal consideration	1	4
Strategic planning	2	8
Evaluating program effectiveness, implementing changes	2	5
Staff morale, group dynamics	2	3
Stress management	6	1

Needs Profile Summary

The needs profile of the schools of Region #3 shows important departures from the statewide sample as well as some notable similarities. Their selection of "Legal considerations" as their highest need, their inclusion of "Discipline, due process", and their selecting a trio of communication task areas (staff, students, and parents) warrant the special attention of those working toward improvement with these schools. The task areas they shared as high-ranked needs with the statewide sample also warrant such attention.

RESA #4 (Oconee RESA)

The school systems within RESA #4 are: Baldwin, Hancock, Jasper, Johnson, Putnam, Washington and Wilkinson Counties. The school systems of this RESA are located in the central area of the state, with a combined enrollment (F.T.E.) of 18,282 in 34 schools. (For sources, see Introduction above.) From the one-third sample, 7 principals responded to the survey, or 62 percent.

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 23

The Ten Highest-Ranked Needs of Schools in the RESA #4 Region Compared with the Ten Highest-Ranked Needs Statewide

RESA #4 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Staff morale, group dynamics	1	Stress management
2	School climate, learning environment	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	School-community communication	3	Staff morale, group dynamics
4	School-societal problems (drug abuse, teen pregnancy, etc.)	4	Legal considerations
4	Defined K-12 curriculum	5	Evaluating program effectiveness, implementing changes
4	Testing, placement, promotion/retention	6	Crisis, conflict management
7	Strategic planning	6	Time management
7	Evaluating program effectiveness, implementing changes	8	Strategic planning
9	Legal considerations	9	School-community communication
9	Inservice for staff (certified & classified)	10	Computer and data processing
9	Staff, corrective discipline		
9	Recruitment, selection of personnel		
9	Stress management		

Discussion

Among the ten highest ranked in RESA #4, but not in statewide:

Task Area	RESA #4 Rank	Statewide Rank
School climate, learning environment	2	19
Defined K-12 curriculum	4	33
Testing, placement, promotion/retention	4	31
Inservice for staff (certified & classified)	9	17
Staff, corrective discipline	9	22
Recruitment, selection of personnel	9	37

Among the ten highest ranked statewide, but not in RESA #4:

Task Area	Statewide Rank	RESA #4 Rank
Crisis, conflict management	6	26
Time management	6	49
Computer and data processing	10	38

Among the ten highest ranked in both RESA #4 and statewide:

Task Area	RESA #4 Rank	Statewide Rank
Staff morale, group dynamics	1	3
School-community communication	3	9
School-societal problems (drug abuse, teen pregnancy, etc.)	4	2
Strategic planning	7	8
Evaluating program effectiveness, implementing changes	7	5
Legal considerations	9	4
Stress management	9	1

Needs Profile Summary

The selection by the principals of RESA #4 of staff morale, school climate, school-community communications, and school-societal problems as their four highest ranked needs suggests a special focus in their profile of needs that appears to be worthy of special attention. Noted also is the inclusion of a set of instructional task areas that imply concerns at the classroom level: "Testing, placement, promotion/retention", "Staff, corrective discipline", and "K-12 curriculum." We note also their interest in recruitment and selection, a task area that was a very low level need of principals statewide in 1987 and also again in 1989. While we do not know the cause(s) for the high rank (9th) given by principals in RESA #4, we note their being in tune with that timely issue, in contrast to their statewide peers.

RESA #5 (Heart of Georgia RESA)

The school systems participating within RESA #5 are: Bleckley, Dodge, Laurens, Montgomery, Pulaski, Telfair, Treutlen, Wheeler and Wilcox Counties. Dublin City. The school systems of this RESA are in the center of the state, with a combined enrollment (F.T.E.) of 22,019 in 49 schools. (For sources, see Introduction above.) From the one-third sample, 11 principals responded to the survey, or 67 percent.

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 24

The Ten Highest-Ranked Needs of Schools in the RESA #5 Region Compared with the Ten Highest-Ranked Needs Statewide

RESA #5 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Strategic planning	1	Stress management
2	School-community communication	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	School-parent communication	3	Staff morale, group dynamics
4	Stress management	4	Legal considerations
5	Instructional supervision	5	Evaluating program effectiveness, implementing changes
6	Testing, placement, promotion/retention	6	Crisis, conflict management
7	Time management	6	Time management
8	Evaluating program effectiveness, implementing changes	8	Strategic planning
9	Scheduling, lesson planning, time on task	9	School-community communication
10	Staff morale, group dynamics	10	Computer and data processing

Discussion

Among the ten highest ranked in RESA #5, but not in statewide:

Task Area	RESA #5 Rank	Statewide Rank
School-parent communication	3	11
Instructional supervision	5	16
Testing, placement, promotion/retention	6	31
Scheduling, lesson planning, time on task	9	23

Among the ten highest ranked statewide, but not in RESA #5:

Task Area	Statewide Rank	RESA #5 Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	2	20
Legal considerations	4	33
Crisis, conflict management	6	34
Computer and data processing	10	38

Among the ten highest ranked in both RESA #5 and statewide:

Task Area	RESA #5 Rank	Statewide Rank
Strategic planning	1	8
School-community communication	2	9
Stress management	4	1
Time management	7	6
Evaluating program effectiveness, implementing changes	8	5
Staff morale, group dynamics	10	3

Needs Profile Summary

RESA #5 schools present a needs profile more similar to the statewide sample than different from it. Nonetheless, these schools selected "Strategic planning" as its highest need and also selected three instructional task areas, all focused on the classroom (and not the system), that were not among the statewide choices. Finally, RESA #5 has little concern about "School-societal problems." In all, therefore, RESA #5 shows a unique set of needs, one that shares part of the statewide profile but one that diverges from it in important ways.

RESA #6 (First District RESA)

The school systems participating within RESA #6 are: Appling, Bryant, Bulloch, Camden, Candler, Effingham, Evans, Jeff Davis, Liberty, Long, McIntosh, Tattnall, Toombs and Wayne Counties. Vidalia City. Chatham and Glynn Counties are not members of this RESA. The school systems of this region are located in the southern coastal region of Georgia, with a combined enrollment (F.T.E.) of 92,533 in 145 schools. (For sources, see Introduction above.) From the one-third sample, 23 principals responded to the survey, or 79 percent.

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 25

The Ten Highest-Ranked Needs of Schools in the RESA #6 Region Compared with the Ten Highest-Ranked Needs Statewide

RESA #6 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Computer and data processing	1	Stress management
2	Legal considerations	2	School-societal problems (drug abuse, teen pregnancy, etc.)
2	Evaluating program effectiveness, implementing changes	3	Staff morale, group dynamics
4	Stress management	4	Legal considerations
5	School-societal problems (drug abuse, teen pregnancy, etc.)	5	Evaluating program effectiveness, implementing changes
5	Instructional supervision	6	Crisis, conflict management
7	Time management	6	Time management
8	Staff morale, group dynamics	8	Strategic planning
9	Crisis, conflict management	9	School-community communication
9	School-community communication	10	Computer and data processing
9	School-parent communication		
9	Maintenance and operation		
9	Absenteeism		

Discussion

Among the ten highest ranked in RESA #6, but not in statewide:

Task Area	RESA #6 Rank	Statewide Rank
Instructional supervision	5	16
School-parent communication	9	11
Maintenance and operation	9	41
Absenteeism	9	40

Among the ten highest ranked statewide, but not in RESA #6:

Task Area	Statewide Rank	RESA #6 Rank
Strategic planning	8	19

Among the ten highest ranked in both RESA #6 and statewide:

Task Area	RESA #6 Rank	Statewide Rank
Computer and data processing	1	10
Legal considerations	2	4
Evaluating program effectiveness, implementing change	2	5
Stress management	4	1
School-societal problems (drug abuse, teen pregnancy, etc.)	5	2
Time management	7	6
Staff morale, group dynamics	8	3
Crisis, conflict management	9	6
School-community communication	9	9

Needs Profile Summary

The needs profile of RESA #6 is very similar to the profile of the needs statewide, but with a reordering of the task areas as to priority. RESA #6 schools selected "Computer and data processing" and "Legal considerations" as their first and second highest needs. This region showed little concern over "Strategic planning" and selected four task areas that were ranked much lower by their peers statewide. Of these, "Absenteeism (personnel)" and "Maintenance and operations" are notable.

RESA #7 (Okefenokee RESA)

The school systems participating within RESA #7 are: Atkinson, Bacon, Brantley, Charlton, Clinch, Coffee, Pierce, and Ware Counties. Waycross City. The school systems of this RESA are located in the southeastern corner of the state, with a combined enrollment (F.T.E.) of 24,925 in 45 schools. (For sources, see Introduction, above). From the one-third sample, 13 principals responded to the survey, or 87 percent.

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 26

The Ten Highest-Ranked Needs of Schools in the RESA #7 Region Compared with the Ten Highest-Ranked Needs Statewide

RESA #7 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Staff morale, group dynamics	1	Stress management
2	Staff involvement	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Strategic planning	3	Staff morale, group dynamics
3	Interpersonal relationships, rapport	4	Legal considerations
5	Crisis, conflict management	5	Evaluating program effectiveness, implementing changes
6	Time management	6	Crisis, conflict management
7	School climate, learning environment	6	Time management
8	Knowledge of curriculum/instruction	8	Strategic planning
9	Student involvement	9	School-community communication
9	School-community communication	10	Computer and data processing
9	Stress management		

Discussion

Among the ten highest ranked in RESA #7, but not in statewide:

Task Area	RESA #7 Rank	Statewide Rank
Staff involvement	2	14
Interpersonal relationships, rapport	3	15
School climate, learning environment	7	19
Knowledge of curriculum/instruction	8	21
Student involvement	9	30

Among the ten highest ranked statewide, but not in RESA #7:

Task Area	Statewide Rank	RESA #7 Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	2	12
Legal considerations	4	39
Evaluating program effectiveness, implementing changes	5	16
Computer and data processing	10	32

Among the ten highest ranked in both RESA #7 and statewide:

Task Area	RESA #7 Rank	Statewide Rank
Staff morale, group dynamics	1	3
Strategic planning	3	8
Crisis, conflict management	5	6
Time management	6	6
School-community communication	9	9
Stress management	9	1

Needs Profile Summary

The selection of RESA #7 of four people-centered task areas among their five highest needs is worthy of special note; interpersonal and group concerns are the top priority areas for this RESA. RESA #7 principals extend this by adding school climate, student involvement, school-community communication, and stress management. Thus, while RESA #7 shares about half of its highest-ranked needs with the statewide group, it has, nonetheless, a unique profile of needs to be examined by those working with the schools.

RESA #8 (Coastal Plains RESA)

The school systems participating within RESA #8 are: Ben Hill, Berrien, Brooks, Cook, Echols, Irwin, Lanier, Lowndes, Tift, and Turner Counties. Fitzgerald and Valdosta Cities. The school systems of this RESA are located in the southern-most area of the state, with a combined enrollment (F.T.E.) of 38,490 in 62 schools. (For sources, see Introduction, above.) From the one-third sample, 14 principals responded to the survey, or 68 percent.

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 27

The Ten Highest-Ranked Needs of Schools in the RESA #8 Region Compared with the Ten Highest-Ranked Needs Statewide

RESA #8 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Staff morale, group dynamics	1	Stress management
2	Strategic planning	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Knowledge of curriculum/instruction	3	Staff morale, group dynamics
3	Systems for information dissemination	4	Legal considerations
3	Innovations, research	5	Evaluating program effectiveness, implementing changes
6	Time management	6	Crisis, conflict management
6	School-societal problems (drug abuse, teen pregnancy, etc.)	6	Time management
6	Principal's role (in management of instruction	8	Strategic planning
6	Defined K-12 curriculum	9	School-community communication
6	Staff, corrective discipline	10	Computer and data processing
6	Stress management		

Discussion

Among the ten highest ranked in RESA #8, but not in statewide:

Task Area	RESA #8 Rank	Statewide Rank
Knowledge of curriculum/instruction	3	21
Systems for information dissemination	3	20
Innovations, research	3	13
Principal's role	6	29
Defined K-12 curriculum	6	33
Staff, corrective discipline	6	22

Among the ten highest ranked statewide, but not in RESA #8:

Task Area	Statewide Rank	RESA #8 Rank
Legal considerations	4	12
Evaluating program effectiveness, implementing changes	5	31
Crisis, conflict management	6	21
School-community communication	9	12
Computer and data processing	10	15

Among the ten highest ranked in both RESA #8 and statewide:

Task Area	RESA #8 Rank	Statewide Rank
Staff morale, group dynamics	1	3
Strategic planning	2	8
Time management	6	6
School-societal problems (drug abuse, teen pregnancy, etc.)	6	2
Stress management	9	1

Needs Profile Summary

RESA #8's schools appear to have administrative needs that are sufficiently divergent from the statewide sample to warrant close study by those planning school improvement work.

"Staff morale, group dynamics" was selected as the highest rank need (ranked 3rd statewide) and four other task areas in common with the high needs of their peers statewide were chosen. Six of RESA #8's highest rank needs were not similarly ranked by the statewide sample, and they stamp the needs profile of RESA #8 as unique. They comprise four system-wide needs centered around curriculum, innovation and dissemination, and two school-level needs, "Principal's role" and "Staff, corrective discipline (personnel)."

RESA #9 (Southwest Georgia RESA)

The school systems participating within RESA #9 are: Baker, Calhoun, Colquitt, Decatur, Early, Grady, Lee, Miller, Mitchell, Seminole, Terrell, Thomas and Worth Counties. Pelham and Thomasville cities. Dougherty is not a member of this RESA. The school systems of this RESA are located in the southwest corner of the state, with a combined enrollment (F.T.E.) of 65,984 in 112 schools. (For sources, see Introduction above.) From the one-third sample, 18 principals responded to the survey, or 67 percent.

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 28

The Ten Highest-Ranked Needs of Schools in the RESA #9 Region Compared with the Ten Highest-Ranked Needs Statewide

RESA #9 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	School-societal problems (drug abuse,teen pregnancy, etc.)	1	Stress management
1	Computer and data processing	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Supervision, evaluation of staff	3	Staff morale, group dynamics
4	Legal considerations	4	Legal considerations
4	Time management	5	Evaluating program effectiveness, implementing changes
4	Stress management	6	Crisis, conflict management
7	Organization for curriculum development	6	Time management
7	School-parent communication	8	Strategic planning
7	Scheduling, lesson planning, time on task	9	School-community communication
10	Strategic planning	10	Computer and data processing

Discussion

Among the ten highest ranked in RESA #9, but not in statewide:

Task Area	RESA #9 Rank	Statewide Rank
Supervision, evaluation of staff	3	27
Organization for curriculum development	7	28
School-parent communication	7	11
Scheduling, lesson planning, time on task	7	23

Among the ten highest ranked statewide, but not in RESA #9:

Task Area	Statewide Rank	RESA #9 Rank
Staff morale, group dynamics	3	12
Evaluating program effectiveness, implementing changes	5	15
Crisis, conflict management	6	15
School-community communication	9	14

Among the ten highest ranked in both RESA #9 and statewide:

Task Area	RESA #9 Rank	Statewide Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	1	2
Computer and data processing	1	10
Legal considerations	4	4
Time management	4	6
Stress management	4	1
Strategic planning	10	1

Needs Profile Summary

While the principals of RESA #9 selected six of the same highest ten ranked needs as the statewide sample, they departed from that in three ways. Their highest ranked needs (Tied at #1) are not the same as the statewide group. Next and notably, "Supervision, evaluation of staff" is still in 1989 a high ranked (3rd) need in RESA #9, while it has diminished statewide to a rank of 27th. Finally, curriculum development, and scheduling, lesson planning, and time on task are higher need areas in RESA #9 schools.

RESA #10 (Chattahoochee -Flint RESA)

The school systems participating within RESA #10 are: Chattahoochee, Clay, Crisp, Dooly, Harris, Macon, Marion, Quite, Randolph, Schlemiel, Stewart, Sumter, Talbot, Taylor and Webster counties. Americus City. Muscoogee County is not a member of this RESA. The systems of this RESA are located in the western area of the state, with a combined enrollment (F.T.E.) of 55,137 in 79 schools. (For sources, see Introduction, above.) From the one-third sample, 13 principals responded to the survey, or 50 percent.

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 29

The Ten Highest-Ranked Needs of Schools in the RESA #10 Region Compared with the Ten Highest-Ranked Needs Statewide

RESA #10 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Classroom management	1	Stress management
2	Discipline, due process	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	School-societal problems (drug abuse, teen pregnancy, etc.)	3	Staff morale, group dynamics
3	School climate, learning environment	4	Legal considerations
5	Defined K-12 curriculum	5	Evaluating program effectiveness, implementing changes
5	Appropriate materials/equipment	6	Crisis, conflict management
7	Legal considerations	6	Time management
7	Time management	8	Strategic planning
9	Strategic planning	9	School-community communication
9	Computer and data processing	10	Computer and data processing
9	Testing, placement, promotion/retention		

Discussion

Among the ten highest ranked in RESA #10, but not in statewide:

Task Area	RESA #10 Rank	Statewide Rank
Classroom management	1	12
Discipline, due process	2	18
School climate, learning environment	3	19
Defined K-12 curriculum	5	33
Appropriate materials/equipment	5	35
Testing, placement, promotion/retention	9	31

Among the ten highest ranked statewide, but not in RESA #10:

Task Area	Statewide Rank	RESA #10 Rank
Stress management	1	16
Staff morale, group dynamics	3	21
Evaluating program effectiveness, implementing changes	5	14
Crisis, conflict management	6	25
School-community communication	9	16

Among the ten highest ranked in both RESA #10 and statewide:

Task Area	RESA #10 Rank	Statewide Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	3	2
Legal considerations	7	4
Time management	7	6
Strategic planning	9	8
Computer and data processing	9	10

Needs Profile Summary

Resa #10 schools have a very different and very focused set of high needs expressed by their three top ranked task areas: classroom management; discipline, due process; and school climate, learning environment. While there are some similarities between the pattern of needs of RESA #10 and that of the statewide sample, the theme in RESA #10 is their overriding concern with student behavior (from within and from outside the school) and their own capacity to manage it.

RESA #11 (Middle Georgia RESA)

The school systems participating within RESA #11 are: Bibb, Crawford, Houston, Jones, Monroe, Peach, and Twiggs Counties. The school systems of this RESA are located in middle Georgia, with a combined enrollment (F.T.E.) of 52,124 in 93 schools. (For sources, see Introduction above.) From the one-third sample, 11 principals responded to the survey, or 35 percent.

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools state are shown also.

Table 30

The Ten Highest-Ranked Needs of Schools in the RESA #11 Region Compared with the Ten Highest-Ranked Needs Statewide

RESA #11 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Instructional supervision	1	Stress management
2	Legal considerations	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Evaluating program effectiveness, implementing changes	3	Staff morale, group dynamics
3	Supervision, evaluation of staff	4	Legal considerations
5	Time management	5	Evaluating program effectiveness, implementing changes
6	Strategic planning	6	Crisis, conflict management
7	Innovations, research	6	Time management
7	Classroom management	8	Strategic planning
7	Stress management	9	School-community communication
10	Decision-making, problem solving	10	Computer and data processing

Discussion

Among the ten highest ranked in RESA #11, but not in statewide:

Task Area	RESA #11 Rank	Statewide Rank
Instructional supervision	1	16
Supervision, evaluation of staff	3	27
Innovations, research	7	13
Classroom management	7	12
Decision-making, problem solving	10	25

Among the ten highest ranked statewide, but not in RESA #11:

Task Area	Statewide Rank	RESA #11 Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	2	13
Staff morale, group dynamics	3	11
Crisis, conflict management	6	15
School-community communication	9	19
Computer and data processing	10	18

Among the ten highest ranked in both RESA #11 and statewide:

Task Area	RESA #11 Rank	Statewide Rank
Legal considerations	2	4
Evaluating program effectiveness, implementing changes	3	5
Time management	5	6
Strategic planning	6	8
Stress management	7	1

Needs Profile Summary

The content of the three task areas ranked highest by schools of RESA #11 give to them a unique profile of needs: their strongest concerns are in instructional supervision and the evaluation of staff and program. Two of these three are needs which ranked very high in the 1987 study (instructional supervision and the supervision and evaluation of staff), but which have declined as needs statewide, (because, we think, of the state's new teacher evaluation instrument and the training program associated with it). The inclusion among the ten highest needs of RESA #11 of "Innovations, research" and "Classroom management", items also related to instruction, are a further expression of this region's more instructionally-related needs to balance its managerial concerns.

RESA #12 (Griffin RESA)

The school systems participating within RESA #12 are: Butts, Fayette, Henry, Lamar, Newton, Pike, Spalding, Upson Counties. Thomaston City. The school systems of this RESA are located in the northwestern area of the state,with a combined enrollment (F.T.E.) of 49,124 in 69 schools. (For sources, see Introduction above.) From the one-third sample, 18 principals responded to the survey, or 78 percent.

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 31

The Ten Highest-Ranked Needs of Schools in the RESA #12 Region Compared with the Ten Highest-Ranked Needs Statewide

RESA #12 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Legal considerations	1	Stress management
2	School-societal problems (drug abuse, teen pregnancy, etc.)	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Time management	3	Staff morale, group dynamics
4	Stress management	4	Legal considerations
5	Strategic planning	5	Evaluating program effectiveness, implementing changes
6	Inservice for staff (certified & certified)	6	Crisis, conflict management
7	Crisis, conflict management	6	Time management
7	Evaluating program effectiveness, implementing changes	8	Strategic planning
9	Staff morale, group dynamics	9	School-community communication
10	Systems for information dissemination	10	Computer and data processing

Discussion

Among the ten highest ranked in RESA #12, but not in statewide:

Task Area	RESA #12 Rank	Statewide Rank
Inservice for staff (certified & classified)	6	17
Systems for information dissemination	10	20

Among the ten highest ranked statewide, but not in RESA #12:

Task Area	Statewide Rank	RESA #12 Rank
School-community communication	9	21
Computer and data processing	10	17

Among the ten highest ranked in both RESA #12 and statewide:

Task Area	RESA #12 Rank	Statewide Rank
Legal considerations	1	4
School-societal problems (drug abuse, teen pregnancy, etc.)	2	2
Time management	3	6
Stress management	4	1
Strategic planning	5	8
Crisis, conflict management	7	6
Evaluating program effectiveness, implementing changes	7	5
Staff morale, group dynamics	9	3

Needs Profile Summary

RESA #12 selected "Legal considerations" as its most urgent need, thus differing from the statewide sample. Having noted this, the profile of needs of RESA #12 is characterized by their selection of the same eight task areas as did the statewide sample. Although the rank-placement of these is somewhat different, RESA #12 is notable for its similarity to their peers statewide. Also, their selection of "Inservice for staff (certified and classified)" expresses a higher level of readiness to engage in that area than the statewide sample.

RESA #13 (West Georgia RESA)

The school systems participating within RESA #13 are: Carroll, Coweta, Heard, Meriwether and Troup Counties. Carrollton, Hogansville, LaGrange and West Point cities. The school systems of this RESA are located in the western area of the state, with a combined enrollment (F.T.E.) of 38,436 in 79 schools. (For sources, see Introduction above.) From the one-third sample, 19 principals responded to the survey, or 73 percent.

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 32

The Ten Highest-Ranked Needs of Schools in the RESA #13 Region Compared with the Ten Highest-Ranked Needs Statewide

RESA #13 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Stress management	1	Stress management
2	Evaluating program effectiveness, implementing changes	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Legal considerations	3	Staff morale, group dynamics
3	School-parent communication	4	Legal considerations
5	Staff morale, group dynamics	5	Evaluating program effectiveness, implementing changes
6	Crisis, conflict management	6	Crisis, conflict management
6	School-societal problems (drug abuse, teen pregnancy, etc.)	6	Time management
8	Strategic planning	8	Strategic planning
8	Discipline, due process	9	School-community communication
10	School-community communication	10	Computer and data processing

Discussion

Among the ten highest ranked in RESA #13, but not in statewide:

Task Area	RESA #13 Rank	Statewide Rank
School-parent communication	3	11
Discipline, due process	8	18

Among the ten highest ranked statewide, but not in RESA #13:

Task Area	Statewide Rank	RESA #13 Rank
Time management	6	26
Computer and data processing	10	25

Among the ten highest ranked in both RESA #13 and statewide:

Task Area	RESA #13 Rank	Statewide Rank
Stress management	1	1
Evaluating program effectiveness, implementing changes	2	5
Legal considerations	3	4
Staff morale, group dynamics	5	3
Crisis, conflict management	6	6
School-societal problems (drug abuse, teen pregnancy, etc.)	6	2
Strategic planning	8	8
School-community communication	10	9

Needs Profile Summary

In agreement with principals statewide, principals within RESA #13 found "Stress management" their highest-ranked need, and they selected a total of eight task areas (of their ten highest) in common with that group. While RESA #13 principals included "Discipline, due process" and "School-parent communication," items that were ranked lower statewide, and while they were somewhat less troubled by "School-societal problems (drug abuse, teen pregnancy, etc.)" than their peers, their needs profile is very similar to the statewide pattern.

RESA #14 (Metro RESA)

The school systems participating within RESA #14 are: Cobb, Clayton, DeKalb, Douglas, Fulton, Gwinnett and Rockdale Counties. Atlanta, Buford, Decatur and Marietta Cities. The school systems of this RESA are located in the northwestern area of the state, with a combined enrollment (F.T.E.) of 356,461 in 501 schools (For sources, see Introduction above.) From the one-third sample, 103 principals responded to the survey, or 62 percent.

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 33

The Ten Highest-Ranked Needs of Schools in the RESA #14 Region Compared with the Ten Highest-Ranked Needs Statewide

RESA #14 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Stress management	1	Stress management
2	Crisis, conflict management	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Staff morale, group dynamics	3	Staff morale, group dynamics
4	School-societal problems (drug abuse, teen pregnancy, etc.)	4	Legal considerations
5	Legal considerations	5	Evaluating program effectiveness, implementing changes
6	Evaluating program effectiveness, implementing changes	6	Crisis, conflict management
7	Computer and data processing	6	Time management
8	Time management	8	Strategic planning
9	Innovations, research	9	School-community communication
10	Interpersonal relationships, rapport	10	Computer and data processing

Discussion

Among the ten highest ranked in RESA #14, but not in statewide:

Task Area	RESA #14 Rank	Statewide Rank
Innovations, research	9	13
Interpersonal relationships, rapport	10	15

Among the ten highest ranked statewide, but not in RESA #14:

Task Area	Statewide Rank	RESA #14 Rank
Strategic planning	8	14
School-community communication	9	11

Among the ten highest ranked in both RESA #14 and statewide:

Task Area	RESA #14 Rank	Statewide Rank
Stress management	1	1
Crisis, conflict management	2	6
Staff morale, group dynamics	3	3
School-societal problems (drug abuse, teen pregnancy, etc.)	4	2
Legal considerations	5	4
Evaluating program effectiveness, implementing changes	6	5
Computer and data processing	7	10
Time management	8	6

Needs Profile Summary

Having more than a quarter of all of the schools of the state in its RESA, and providing 26% of all of the responses to this survey, it is not surprising that RESA #14's profile of needs is very much a reflection of the statewide pattern. As is true of that pattern, RESA #14 selected a predominance of managerial needs, intensified by RESA #14's choice of "Crisis, conflict management" as its second highest need.

One suspects that among the several school systems of this large, populous, and very varied region, patterns of needs would reflect many differences among them. (For more information on this, see sections of this report dealing with size-socioeconomic status of systems and cost per pupil of systems.)

RESA #15 (Northwest Georgia RESA)

The school systems participating within RESA #15 are: Bartow, Catoosa, Chattooga, Dade, Floyd, Gordon, Haralson, Paulding and Polk counties. Bremen, Calhoun, Cartersville, Chickamauga, Trion and Rome cities. Walker is not a member of this RESA. The school systems of this RESA are located at the northwest corner of the state, with a combined enrollment (F.T.E.) of 71,860 in 139 schools. (For sources, see Introduction, above.) From the one-third sample, 20 principals responded to the survey, or 51 percent.

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 34

The Ten Highest-Ranked Needs of Schools in the RESA #15 Region Compared with the Ten Highest-Ranked Needs Statewide

RESA #15 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Inservice for staff (certified & classified)	1	Stress management
1	Stress management	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Knowledge of curriculum/instruction	3	Staff morale, group dynamics
4	Strategic planning	4	Legal considerations
4	Computer and data processing	5	Evaluating program effectiveness, implementing changes
6	School-community communication	6	Crisis, conflict management
7	School-societal problem (drug abuse, teen pregnancy, etc.)	6	Time management
8	Varied resources to meet needs	8	Strategic planning
8	Classroom management	9	School-community communication
10	Time management	10	Computer and data processing

Discussion

Among the ten highest ranked in RESA #15, but not in statewide:

Task Area	RESA #15 Rank	Statewide Rank
Inservice for staff (certified & classified)	1	17
Knowledge of curriculum/instruction	3	21
Varied resources to meet needs	8	24
Classroom management	8	12

Among the ten highest ranked statewide, but not in RESA #15:

Task Area	Statewide Rank	RESA #15 Rank
Staff morale, group dynamics	3	11
Legal considerations	4	21
Evaluating program effectiveness, implementing changes	5	11
Crisis, conflict management	6	11

Among the ten highest ranked in both RESA #15 and statewide:

Task Area	RESA #15 Rank	Statewide Rank
Stress management	1	1
Strategic planning	4	8
Computer and data processing	4	10
School-community communication	6	9
School-societal problems (drug abuse, teen pregnancy, etc.)	7	2
Time management	10	6

Needs Profile Summary

The choice of "Inservice for staff (certified & classified)" as its most urgent need along with "Stress management" established RESA #15 as uniquely different from the statewide sample. We note also their inclusion of "Varied resources to meet needs" among these select task areas, one that was 29th in 1987 and 24th in 1989 among all principals in the state. We have commented in reports on our prior surveys of both superintendents and principals on the puzzlingly low level of concern about "resources" in the face of Georgia's relatively low rank among the states in expenditure per pupil. Here, apparently, is a RESA that expresses a much higher level of concern, perhaps more in accord with their actual status. We note also this region's selection of "Knowledge of curriculum/instruction" as its third highest ranked need.

RESA #16 (North Georgia RESA)

The school systems participating within RESA #16 are: Cherokee, Fannin, Gilmer, Murray, Pickens, Whitfield Counties. Dalton City. The school systems of this RESA are located in north Georgia, with a combined enrollment (F.T.E.) of 39.785 in 65 schools. (For sources, see Introduction above.) From the one-third sample, 18 principals responded to the survey, or 83 percent.

Shown below are the ten highest ranked administrative needs of the schools as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 35

The Ten Highest-Ranked Needs of Schools in the RESA #16 Region Compared with the Ten Highest-Ranked Needs Statewide

RESA #16 Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Stress management	1	Stress management
2	Legal considerations	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Crisis, conflict management	3	Staff morale, group dynamics
4	Decision making, problem solving	4	Legal considerations
5	School-community communication	5	Evaluating program effectiveness, implementing changes
6	Communication with students	6	Crisis, conflict management
6	School-parent communication	6	Time management
6	School-staff communication	8	Strategic planning
9	Systems for information dissemination	9	School-community communication
9	Computer and data processing	10	Computer and data processing
9	Knowledge of curriculum/instruction		

Discussion

Among the ten highest ranked in RESA #16, but not in statewide:

Task Area	RESA #16 Rank	Statewide Rank
Decision-making, problem solving	4	25
Communication with students	6	32
School-parent communication	6	11
School-staff communication	6	26
Systems for information dissemination	9	20
Knowledge of curriculum/instruction	9	21

Among the ten highest ranked statewide, but not in RESA #16:

Task Area	Statewide Rank	RESA #16 Rank
School-societal problems (drug abuse, teen pregnancy, etc.	2	23
Staff morale, group dynamics	3	12
Evaluating program effectiveness, implementing changes	5	16
Time management	6	12
Strategic planning	8	17

Among the ten highest ranked in both RESA #16 and statewide:

Task Area	RESA #16 Rank	Statewide Rank
Stress management	1	1
Legal considerations	2	4
Crisis, conflict management	3	6
School-community communications	5	9
Computer and data processing	9	10

Needs Profile Summary

The needs profile presented by the data from RESA #16 shows two outstanding characteristics. The first is the selection of their four most urgent needs, three similar to the statewide pattern, and one ("Decision-making, problem solving") different from the statewide group. The second characteristic is more unique to this RESA: the selection of a set of five communication areas among their ten highest ranked needs. The high rank of each of these communication needs, in each case higher than the statewide sample, is a clear indication of some rather special circumstances shared by the school systems of RESA #16 that caused this striking pattern of needs.

These task areas were selected by RESA #16 in the stead of more commonly selected task areas across the state. It is notable, for example, the "School-societal problems (drug abuse, teen pregnancy, etc.)", ranked #2 statewide and generally highly ranked in other RESAs, is of much lower concern in RESA #16, where it was ranked at 23rd.

"RESA #0" (The "Non RESA" Schools)

As noted earlier, seven Georgia's 186 school systems do not participate in the services of any of Georgia's sixteen RESA's. These seven are Richmond, Screven, Muscogee, Chatham, Glynn, Walker, and Dougherty. Their combined enrollment was 134,473 (Regional Educational Services Agencies, Annual Report, Nov. 1988) or approximately 12 percent of Georgia's total student enrollment. Their combined number of schools was 219 (Georgia Public Education, 1989 Directory: State and Local Schools and Staff, Georgia Department of Education). They are, with the exception of Screven County (2919 F.T.E.) relatively large enrollment systems, two at around 9,000-10,000, one near 20,000 and three around 30,000 in enrollment.

From the 219 schools in these systems, a sample of one-third elicited a response from 55 principals, or 75 percent. Shown below are the ten highest ranked administrative needs of the schools in "RESA #0" as perceived by their principals. For comparison, the ten highest ranked administrative needs of schools statewide are shown also.

Table 36

The Ten Highest-Ranked Needs of Schools in the "RESA #0" Region Compared with the Ten Highest-Ranked Needs Statewide

"RESA #0" Principals		Statewide Principals	
Rank	Task Area	Rank	Task Area
1	Stress management	1	Stress management
2	Time management	2	School-societal problems (drug abuse, teen pregnancy, etc.)
3	Classroom management	3	Staff morale, group dynamics
4	Staff morale, group dynamics	4	Legal considerations
5	School climate, learning environment	5	Evaluating program effectiveness, implementing changes
6	School-community communication	6	Crisis, conflict management
7	Crisis, conflict management	6	Time management
8	Evaluating program effectiveness, implementing changes	8	Strategic planning
9	Staff involvement	9	School-community communication
10	Legal considerations	10	Computer and data processing

Discussion

Among the ten highest ranked in "RESA #0", but not in statewide:

Task Area	"RESA #0" Rank	Statewide Rank
Classroom management	3	12
School climate, learning environment	5	19
Staff involvement	9	14

Among the ten highest ranked statewide, but not in "RESA #0":

Task Area	Statewide Rank	"RESA #0" Rank
School-societal problems (drug abuse, teen pregnancy, etc.)	2	14
Strategic planning	8	19
Computer and data processing	10	15

Among the ten highest ranked in both "RESA #0" and statewide:

Task Area	"RESA #0" Rank	Statewide Rank
Stress management	1	1
Time management	2	6
Staff morale, group dynamics	4	3
School-community communication	6	9
Crisis, conflict management	7	6
Evaluating program effectiveness, implementing changes	8	5
Legal considerations	10	4

Needs Profile Summary

While these school systems (those not served by any RESA) share in seven of the ten highest ranked needs statewide, their very high ranking of "Time management" (2nd to "Stress management"), their selection of classroom management and school climate as high ranked needs, and their much lower level of concern with "School-societal problems (drug abuse, teen pregnancy, etc.)" and with "Strategic planning" give "RESA #0" their own unique profile of needs, similar, yet dissimilar in some important ways to the statewide profile.

Summary

Each set of schools within its RESA has a profile of needs that is unique, one that has special characteristics that mark it as distinct from the schools of all other RESA's. Of the seventeen sets of RESA's (16 plus one "non-RESA") most selected a highest-ranked need that was different from the statewide choice. Several RESA - school groups had needs profiles similar to the statewide pattern, while others presented needs profiles very different from the statewide group.

In some RESA's there was a concentration of high needs in one category, for example, a focus on external and internal communication, or a focus on in-school classroom management and instruction.

The combined responses of all principals within the 17 groups is, of course, the same as the statewide set of responses, and therefore the highest needs of all RESA's are generally reflective of the highest needs statewide, and yet the highest needs of any one RESA were not matched by those of any other RESA.

Our conclusion, then, is that state or regional staff development planners, when working with RESA's, would be well advised to study the data for each RESA (as well as the statewide data), and not assume that schools of each RESA have needs identical to the statewide pattern.

VI. Summary and Conclusions of the Study

A 1989 survey of the administrative needs of Georgia's elementary and secondary schools, commissioned by the Georgia Education Leadership Academy, was undertaken to discover the relative importance of these needs as perceived by principals according to four organizational criteria. These were:

I. Needs of the elementary and secondary schools statewide.

II. Comparing elementary and secondary school needs.

III. Needs of schools by the size/socioeconomic status of their systems.

IV. Needs of schools by cost per pupil of systems.

V. Needs of schools by RESA (Regional Education Services Agency) of systems.

The findings were based on a 70 per cent response from a one-third sample of all of Georgia's elementary and secondary principals to a 61 item survey that covered the task areas common to the job of the educational leader.

I. Needs of Elementary and Secondary Schools Statewide

Nine of the ten task areas ranked highest by principals are primarily "management" needs rather than "instructional." Even more strongly than they did two years earlier, principals told us that their preeminent needs, such as stress management, and staff morale, were in coping with the pressures and day-to-day interactions in their schools. These needs center on the more significant dimensions of the principal's management role. In fact, the findings showed a notable lack of concern with "administrivia," such as, for example, "Pupil accounting" (F.T.E.). Principals' portrayed their preoccupation with broad-impact issues of three kinds:

1. People-centered task areas, including stress management, staff morale, crisis, conflict management, and implementing change.

2. External relations task areas, including school-societal problems (such as drugs and teen pregnancy) and school-community communications.

3. Technical-leadership task areas, including legal considerations, computers and data processing, time management, strategic planning, and program evaluation.

Principals expressed greatly reduced concerns related to teacher evaluation as compared with results two years earlier. We believe the drop in the level of anxiety on this issue was directly tied to the major intervening events in this area between the two surveys. These were (1) the staff development programs for administrators across the state carried out by the Academy in the uses of the new statewide teacher evaluation instrument, and (2) implementation of that new instrument in the schools.

II. Comparing Elementary and Secondary Schools Needs

With few exceptions, elementary and secondary principals selected the same task areas as their highest needs. The conventional wisdom, that there are vast differences in the administrative needs of elementary and secondary schools, turns out to be largely untrue. Both groups were very concerned about stress management, staff morale, evaluating program and implementing changes, for example. Time management and conflict management were critical problem areas for

elementary principals to about the same degree as they were for secondary principals. We believe that this can work out rather well for staff developers, enabling them to work with mixed groups of elementary and secondary principals, and also to use one group as a resource for the other even when the specific content of a need area is being addressed.

III. The Needs of Schools by the Size/Socioeconomic Status of Their Systems.

Using state department of education criteria, the school systems of Georgia were divided into large, medium, and small systems by enrollment, and each group was further divided into higher and lower socioeconomic status (SES) systems, yielding schools within six groups of systems for the purpose of analyzing their administrative needs.

With the important exception of small school systems, most of the schools of the state had very similar high level administrative needs. While each of the large and mid-sized groups of schools expressed some aspects of uniqueness, they nonetheless mirrored quite closely the statewide pattern of critical needs. Not surprisingly, all of the lower SES groups of schools gave a higher priority to school-societal problems than did their paired SES groups. Yet we found that these school-societal concerns, such as drugs and teen pregnancy, were among the ten highest ranked needs of the higher SES system schools as well as the lower.

Principals in small school systems, whether of the higher or lower SES category, did not reflect the same needs as their peers of large or mid-sized systems. For example, schools from small, higher SES systems chose "In-service education" as their top-ranked need, and in general expressed greater concern with "instructional" task areas, such as instructional supervision, than their peers.

For schools of small, lower SES systems, the portrayal of high-ranked needs was different from their higher SES, small-system peers, and was the most divergent of all six groups from the statewide group. Their selection of legal considerations as their top-ranked need was unique among all groups.

As to the general question, "Are the administrative needs of schools correlated with either the size or socioeconomic status of their systems, we found few specific task areas ("discipline" was one) that were correlated. Most task areas showed mixed rather than consistent relationships between levels of need of task area and size/socioeconomic status.

Staff developers working with principals of small school systems may be advised to take these unique needs into account, rather than assuming that small system schools are typical of the statewide sample. They are not.

IV. Needs of Schools by Cost per Pupil of Systems

The schools of Georgia were divided into six groups based on the cost per child of their school systems, from the highest expenditure group with over $4000/child, to the lowest group, which was below $2349/child, based on the 1988 computations of the Georgia Department of Education. (Cost per child in A.D.A., 1986-7).

The outcome of greatest interest from our review of these relationships between needs and costs, is not that each cost group exhibited very different kinds of administrative needs. While each group was somewhat different from the others, most of the needs selected for high ranking by each of the six groups were the same as those selected by the statewide group of principals.

What was of greater interest to us was finding a number of consistent relationships between the level of need in schools of a task area and the cost per pupil of their school systems. For example, the highest level of concern about "... resources to meet needs" was expressed by the highest cost/pupil schools, and the lowest level of concern about this task area came from the lowest cost/pupil schools. Other such relationships between needs of schools and cost/pupil of systems are reported. Few of these are sufficiently consistent to warrant generalized inferences that would enable a staff developer to predict comparative need level of a task area based only on cost/pupil.

V. Needs of Schools by RESA of System

The schools of Georgia's school systems were divided into seventeen regional groups based on the membership of their systems in one of sixteen RESAs (Regional Educational Services Agency) or their non-membership, for which we added a fictional "RESA #0." The aim was to discover regional differences, if any, in the needs patterns of schools, and also to ascertain the needs that were most critical to the schools of each of these regions.

The most impressive outcome of this analysis was that the set of schools within each RESA has a profile of needs that is unique. Such uniqueness was expressed in a variety of ways, including:

... the selection of a highest-ranked need different from the statewide group. (See RESAs #13, #14, #16, and "#0").

... the selection of a group of high needs focussed on a single broad issue. (see RESAs #4 and #7, for examples.)

... the inclusion of many needs that were different from the statewide group. (See RESAs #1, #4, #8, #10, and #16.)

... The selection of a highest-ranked need that was different than any of the other sixteen regional groups. (See RESAs #1, #5, #6, #9, and #15)

State or regional staff developers, when planning programs for principals within one RESA, may be advised to study the needs data for the set of schools of that RESA and not to assume that the schools of a RESA have administrative needs reflective of the statewide pattern.

APPENDIX A

PRINCIPALS' ASSESSMENT OF ADMINISTRATIVE NEEDS, 1987 AND 1989
SUMMARY

Rank All Principals 1987	Rank All Principals 1989	Task Area	Mean Score 1987	Mean Score 1989	% All Principals Rating as a "4" (High Need) 1987	% All Principals Rating as a "4" (High Need) 1989	Rank, Elementary Principals (By mean score) 1987	Rank, Elementary Principals (By mean score) 1989	Rank, Secondary Principals (By mean score) 1987	Rank, Secondary Principals (By mean score) 1989
1	5	Evaluating program effectiveness, implementing changes	2.723	2.5509	31	26	1	4	2	4
2	1	Stress management	2.684	2.7366	28	31	3	1	4	3
3	10	Computer and data processing	2.681	2.4098	30	34	2	8	9	17
4	4	Legal considerations	2.635	2.5872	28	31	4	3	5	8
5	27	Supervision, evaluation of staff	2.621	2.1205	33	19	5	29	1	21
6	16	Instructional supervision	2.570	2.2887	33	24	6	18	6	6
7	6	Time management	2.556	2.5039	27	31	7	6	3	5
8	17	In-service for staff (certified and classified)	2.505	2.2683	19	18	8	17	7	27
9	3	Staff morale, group dynamics	2.489	2.6176	28	32	9	2	8	2
10	12	Classroom management	2.436	2.3599	24	22	11	13	15	13
11	21	Knowledge of curriculum/instruction	2.416	2.2021	27	20	14	23	10	16
12	13	Innovations, research	2.415	2.3540	20	19	10	11	23	22
13	22	Staff, corrective discipline	2.398	2.1886	22	18	13	20	18	32
14	6	Crisis, conflict management	2.370	2.5039	22	27	12	5	30	7
15	-----*	Long, short term planning	2.366	———	19	—	15	—	21	—
-----	39	Short term planning	———	1.9243	—	10	—	38	—	35

Appendix A (cont'd)

Rank All Principals 1987	Rank All Principals 1989	Task Area	Mean Score 1987	Mean Score 1989	% All Principals Rating as a "4" (High Need) 1987	% All Principals Rating as a "4" (High Need) 1989	Rank, Elementary Principals (By mean score) 1987	Rank, Elementary Principals (By mean score) 1989	Rank, Secondary Principals (By mean score) 1987	Rank, Secondary Principals (By mean score) 1989
-----	2	School, societal problems (drug abuse, teen pregnancy, etc.)	—	2.6247	—	30	—	9	—	1
-----	8	Strategic planning	—	2.4519	—	22	—	7	—	11
16	23	Scheduling, lesson planning, time on task	2.356	2.1846	22	17	16	22	20	30
17	14	Staff involvement	2.339	2.3505	19	21	18	14	11	15
18	11	School-parent communication	2.334	2.3821	20	23	20	12	13	8
19	9	School-community communication	2.310	2.4333	18	21	27	10	12	8
20	19	School climate, learning environment	2.301	2.2552	24	20	22	19	14	13
21	29	Principal's role	2.275	2.1179	24	25	17	28	31	25
22	—	Defined expectancies, disciplinary procedures	2.235	———	22	—	23	—	29	—
23	25	Decision-making, problem solving	2.234	2.1429	20	18	21	26	37	29
24	15	Interpersonal relationships, rapport	2.223	2.2912	20	21	24	16	24	20
25	28	Organization for curriculum development	2.232	2.1189	27	14	26	25	43	41
26	20	Systems for information dissemination	2.231	2.2182	16	17	27	21	19	17
27	31	Testing, placement, promotion/retention	2.228	2.0413	18	14	19	30	39	44
28	33	Defined K-12 curriculum	2.204	2.0103	23	15	25	31	28	39
29	24	Varied resources to meet needs	2.134	2.1536	12	13	31	24	40	31

* Blanks indicate task area not included in that year

Appendix A (cont'd)

Rank All Principals 1987	Rank All Principals 1989	Task Area	Mean Score 1987	Mean Score 1989	% All Principals Rating as a "4" (High Need) 1987	% All Principals Rating as a "4" (High Need) 1989	Rank, Elementary Principals (By mean score) 1987	Rank, Elementary Principals (By mean score) 1989	Rank, Secondary Principals (By mean score) 1987	Rank, Secondary Principals (By mean score) 1989
30	59	Career ladders	2.126	1.3568	22	09	29	59	47	58
31	26	School-staff communication	2.104	2.1279	18	19	34	27	26	23
32	34	Knowledge/use of leadership techniques	2.092	1.9949	22	16	32	35	42	28
33	30	Student involvement	2.079	2.0805	13	11	39	33	35	12
34	35	Appropriate materials/equipment	2.061	1.9922	15	13	37	34	32	36
35	43	Assessing, reporting student progress/ grading	2.058	1.8490	13	09	35	41	36	44
36	18	Discipline, due process	2.046	2.2674	20	23	33	15	49	39
37	—	Resource utilization: profession, community	2.039	——	09	—	36	—	17	—
38	37	Recruitment, selection of personnel	2.039	1.9535	20	17	40	36	32	41
39	38	Guidance and career planning	2.033	1.9481	18	16	44	39	22	25
40	40	Absenteeism	2.012	1.8831	19	14	42	43	27	17
41	42	Task differentiation, clarity	1.998	1.8620	11	07	38	42	46	38
41	—	Management by objectives	1.998	——	09	—	41	—	38	—
43	57	Merit plans	1.946	1.4778	20	10	29	55	52	57
44	32	Communication with students	1.915	2.0285	16	15	47	32	34	33
45	44	Knowledge/use of policies, goals	1.890	1.8016	15	11	45	44	45	46
46	45	Vertical/horizontal organization	1.870	1.7664	09	07	43	45	53	48
47	36	Budgeting, preparation and control	1.868	1.9870	13	14	49	37	25	23

Appendix A (cont'd)

Rank All Principals 1987	Rank All Principals 1989	Task Area	Mean Score 1987	Mean Score 1989	% All Principals Rating as a "4" (High Need) 1987	% All Principals Rating as a "4" (High Need) 1989	Rank, Elementary Principals (By mean score) 1987	Rank, Elementary Principals (By mean score) 1989	Rank, Secondary Principals (By mean score) 1987	Rank, Secondary Principals (By mean score) 1989
48	48	Updating policies, procedures	1.788	1.6510	10	07	48	49	51	49
49	46	Accounting, record keeping	1.784	1.6822	10	10	50	48	44	43
50	50	Board-administration relationships	1.770	1.6146	12	11	51	50	16	47
51	47	Employee benefits	1.666	1.6762	11	10	52	46	54	51
52	54	Capital outlay projects	1.565	1.5104	09	08	57	54	48	56
53	53	Extra curricular programs	1.542	1.5209	07	05	56	58	50	34
54	—	Energy conservation	1.542	—	07	—	54	—	55	—
55	56	Managing federal and state projects and programs	1.531	1.4805	07	07	55	52	58	61
56	51	Student publications	1.526	1.5648	05	05	53	51	59	55
57	52	Purchase and distribution	1.502	1.5622	05	06	58	53	55	50
58	58	Financial reports	1.466	1.4430	07	07	60	57	55	54
59	41	Maintenance and operation	1.428	1.8817	13	14	46	40	41	37
59	60	School food and nutrition	1.429	1.3368	06	05	59	60	60	59
61	61	Transportation	1.276	1.2545	06	08	61	61	61	60
-----	49	Organizational culture	———	1.6430	—	05	—	47	—	53
-----	55	Pupil accounting (F.T.E.)	———	1.4962	—	09	—	56	—	51

APPENDIX B

Needs Survey Groups,
Georgia School Systems

Size/SES

I	Large systems, 8500 or more students, 20% or less of students enrolled eligible for free lunch
II	Large systems, more than 20% of students enrolled eligible for free lunch
III	Mid-sized systems, 2000-8499 students 32% or less of students enrolled eligible for free lunch
IV	Mid-sized systems, more than 33% of students enrolled eligible for free lunch
V	Small systems, fewer than 2000 students, 45% or less of students enrolled eligible for free lunch
VI	Small systems, more than 45% of students enrolled eligible for free lunch

Cost/Child

Group A	Above $4,000	Group D	$2,650 - $2,999
Group B	$3,300 - $4,000	Group E	$2,350 - $2,350 - $2,649
Group C	$3,000 - $3,299	Group F	Below $2,349

(School systems are identified by size/SES group and cost/child group on next page)

NEEDS SURVEY GROUPS, GEORGIA SCHOOL SYSTEMS

Systems	Group: Size/SES	Group: Cost/Child	Systems	Group: Size/SES	Group: Cost/Child
Americus	IV	E	Dalton	III	B
Appling	III	C	Dawson	V	D
Atkinson	VI	D	Decatur City	IV	A
Atlanta	II	A	Decatur	IV	E
Bacon	IV	E	DeKalb	I	B
Baker	VI	B	Dodge	IV	D
Baldwin	III	D	Dooly	VI	C
Banks	V	E	Dougherty	II	C
Barrow	III	E	Douglas	I	D
Bartow	III	C	Dublin City	IV	E
Ben Hill	V	F	Early	IV	D
Berrien	III	E	Echols	V	C
Bibb	II	C	Effingham	III	D
Bleckley	V	D	Elbert	IV	D
Brantley	III	E	Emanuel	IV	E
Bremen	V	D	Evans	V	E
Brooks	IV	C	Fannin	III	D
Bryan	III	E	Fayette	I	D
Buford	V	C	Fitzgerald	IV	E
Bulloch	IV	D	Floyd	I	C
Burke	IV	F	Forsyth	III	D
Butts	III	D	Franklin	III	E
Calhoun City	V	C	Fulton	I	A
Calhoun	VI	D	Gainesville	III	B
Camden	III	D	Gilmer	III	D
Candler	V	C	Glascock	V	F
Carroll	II	C	Glynn	II	B
Carrollton	III	C	Gordon	III	D
Cartersville	III	D	Grady	IV	D
Catoosa	III	E	Greene	IV	D
Charlton	V	D	Gwinnett	I	D
Chatham	II	B	Habersham	III	D
Chattahoochee	VI	C	Hall	I	D
Chattooga	IV	D	Hancock	VI	D
Cherokee	I	E	Haralson	III	D
Chickamauga	V	F	Harris	III	D
Clarke	II	B	Hart	III	D
Clay	VI	C	Heard	V	B
Clayton	I	C	Henry	I	D
Clinch	VI	C	Hogansville	V	D
Cobb	I	D	Houston	II	D
Coffee	IV	D	Irwin	V	D
Colquitt	IV	D	Jackson	III	D
Columbia	I	E	Jasper	V	D
Commerce	V	E	Jeff Davis	III	D
Cook	IV	D	Jefferson City	V	D
Coweta	II	D	Jefferson	IV	E
Crawford	V	D	Jenkins	VI	D
Crisp	IV	D	Johnson	VI	D
Dade	III	D	Jones	III	E

LaGrange City	IV	C
Lamar	IV	D
Lanier	V	D
Laurens	IV	B
Lee	III	E
Liberty	III	F
Lincoln	V	D
Long	V	D
Lowndes	III	D
Lumpkin	III	D
Macon	IV	D
Madison	III	E
Marietta	III	B
Marion	VI	D
McDuffie	IV	E
McIntosh	VI	D
Meriwether	IV	E
Miller	V	C
Mitchell	IV	D
Monroe	III	D
Montogomery	VI	D
Morgan	IV	D
Murray	III	E
Muscogee	II	C
Newton	III	D
Oconee	III	E
Oglethorpe	V	D
Paulding	III	E
Peach	IV	E
Pelham	VI	F
Pickens	III	D
Pierce	IV	E
Pike	V	D
Polk	III	D
Pulaski	V	E
Putnam	IV	D
Quitman	VI	B
Rabun	V	C
Randolph	VI	E
Richmond	II	D
Rockdale	I	D
Rome City	IV	D
Schley	V	D
Screven	IV	D
Seminole	VI	D
Spalding	II	D
Social Circle	V	D
Stephens	III	D
Stewart	VI	B
Sumter	IV	D
Talbot	VI	D
Taliaferro	VI	B
Tattnall	IV	D
Taylor	V	D
Telfair	IV	D
Terrell	VI	D
Thomas	IV	D
Thomaston Cioty	V	E
Thomasville City	IV	D
Tift	IV	E
Toombs	IV	E
Towns	V	D
Treutlen	V	E
Trion City	V	F
Troup	III	E
Turner	IV	D
Twiggs	VI	E
Union	V	D
Upson	IV	E
Valdosta	IV	E
Vidalia	III	F
Walker	I	D
Walton	III	E
Ware	III	E
Warren	VI	D
Washington	IV	D
Waycross	IV	C
Wayne	IV	E
Webster	VI	B
Wheeler	VI	D
White	III	C
Whitfield	I	D
Wilcox	VI	D
Wilkes	IV	D
Wilkinson	IV	D
Worth	IV	E

END

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